



South Carolina

**High School
Assessment
Program**

Fall 2008

Test Administration Manual

For School Test Coordinators and Test Administrators

**HSAP Schedule
Fall 2008**

Date	Activity
At least one week before testing:	School Test Coordinators (STCs) receive test materials.
Within 24 hours of receipt of materials:	STC notifies District Test Coordinator (DTC) of any missing materials.
At least two weeks before testing:	STC distributes the <i>Test Administration Manual</i> to test administrators (TAs and monitors).
Tuesday, October 21, 2008: Wednesday, October 22, 2008: Thursday, October 23, 2008: Friday, October 24 – Friday, October 31, 2008:	HSAP English language arts (Session 1) HSAP English language arts (Session 2) HSAP Mathematics HSAP make-up test window
No school or adult education center may start testing earlier than the designated dates.	
Immediately after test administration:	TAs return all test materials to the STC.
Within two business days after make-up testing:	STC accounts for and returns materials to the DTC.

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Sequence of Events

The following list chronicles events in the order they should occur throughout the administration process.

- _____ DTC selects the testing window and notifies STCs.
- _____ STCs publicize the testing window.
- _____ DTC and STCs ensure that schools have secure storage space, adequate testing rooms, and sufficient staff for testing.
- _____ DTC receives materials for district and schools.
- _____ DTC signs test security agreement.
- _____ DTC verifies receipt of shipment and faxes Materials Receipt Acknowledgment Form to Pearson within 24 hours.
- _____ DTC verifies district overage materials only and notifies Pearson if any materials are missing.
- _____ DTC instructs STCs to sign test security agreements.
- _____ DTC trains STCs.
- _____ DTC distributes school boxes to STCs.
- _____ STCs receive and verify materials.
- _____ STCs notify DTC of any missing materials from school shipments.
- _____ DTC notifies Pearson of any missing school materials.
- _____ STCs store materials in secure location when not in use.
- _____ STCs instruct Test Administrators (TAs) to sign test security agreements.
- _____ STCs train TAs and monitors, and distribute manuals.
- _____ STCs compile class packets.
- _____ STCs distribute class packets to TAs on testing day.
- _____ TAs initial security checklists and receive materials.
- _____ TAs administer tests to students on testing day.
- _____ DTC and STCs oversee test administration, maintain test security, complete Testing Irregularity Forms (as needed), and answer questions.
- _____ TAs collect and count materials after testing before they dismiss students.
- _____ TAs return materials and make-up rosters to STCs immediately after testing.
- _____ TAs initial security checklists for return of materials.
- _____ STCs collect and account for all materials.
- _____ TAs receive materials and initial the security checklists on testing day.
- _____ TAs administer make-up tests.
- _____ TAs collect and count all make-up materials after testing before they dismiss students.
- _____ TAs initial the security checklists immediately after testing.
- _____ STCs return scorable materials to DTC immediately after test administration.
- _____ DTC schedules return of scorable materials to Pearson.
- _____ STCs return nonscorable materials to DTC.
- _____ DTC takes inventory of all school shipments and returns nonscorable materials to Pearson.

INTRODUCTION

The *Education Accountability Act of 1998* (EAA) requires that the South Carolina Department of Education (SDE) develop or adopt and administer standards-based assessments, including a high school exit examination which is first administered in the spring of the second year after the student's initial enrollment in high school. The High School Assessment Program (HSAP) is the only state exit examination in South Carolina. The HSAP is administered in two subject areas: English language arts (ELA) and mathematics.

Using This Manual

This manual includes information necessary for School Test Coordinators (STCs) and Test Administrators (TAs) to administer the HSAP tests. Procedures required before, during, and after test administration are described below.

Test Schedule

The HSAP must be administered according to the testing schedule on the inside front cover of this manual.

If a student is absent on a scheduled testing date, a make-up date must be scheduled. Each TA must provide the STC with a list of students who need to participate in make-up testing. A Student Make-Up Roster is in Appendix E of this manual.

Suggested Testing Times

The HSAP tests are not timed; however, each session must be completed during a single day. The following time estimates are provided for scheduling purposes only:

English language arts, Session 1	2 hours
English language arts, Session 2	2 hours
Mathematics (one session)	3 hours

Students should be encouraged to take **as much time as they need** to complete each test within the school day.

Make-Up Testing Schedule

Students must make up missed tests during the make-up dates on the inside front cover of this manual. If a student is unable to take a missed test during the make-up period, the student's next opportunity to take the test will be during the next regular administration of the test.

The administration of one test per day is recommended. However, students may take two makeup tests in one day, if absolutely necessary. If two tests are administered on the same day, the student must complete both tests on that day.

Test Security Guidelines

Test security is critical. The importance of security is underscored by South Carolina legislation. Please take time to read and understand this information; you are responsible for maintaining the security of test materials.

The following test materials are secure for the HSAP:

- Test booklets (all regular and customized versions, including oral scripts)
- Any paper with student writing on it (e.g., lined scratch paper, graph paper, reference sheets)

Any breach of test security must be reported in accordance with the test security legislation and regulations cited below.

Test Security Legislation

S.C. Code Ann. § 59-1-445 (2004) addresses violations of mandatory test security regulations and procedures, penalties, and investigations. The following is an excerpt from this section:

- (1) It is unlawful for anyone knowingly and willfully to violate security procedures regulations promulgated by the State Board of Education for mandatory tests administered by or through the State Board of Education to students or educators, or knowingly and willfully to:
 - (a) Give examinees access to test questions prior to testing;
 - (b) Copy, reproduce, or use in any manner inconsistent with test security regulations all or any portion of any secure test booklet;
 - (c) Coach examinees during testing or alter or interfere with examinees' responses in any way;
 - (d) Make answer keys available to examinees;
 - (e) Fail to follow security regulations for distribution and return of secure test [materials] as directed, or fail to account for all secure test materials before, during, and after testing;
 - (f) Participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in this section.

Any person violating the provisions of this section or regulations issued hereunder is guilty of a misdemeanor and upon conviction must be fined not more than one thousand dollars or be imprisoned for not more than ninety days, or both. Upon conviction, the State Board of Education may suspend or revoke the administrative or teaching credentials, or both, of the person convicted.

- (2) The South Carolina Law Enforcement Division shall investigate allegations of violations of mandatory test security, either on its own initiative following receipt of allegations, or at the request of a school district or the State Department of Education.

The South Carolina Law Enforcement Division shall furnish to the State Superintendent of Education a report of the findings of any investigation conducted pursuant to this section.

- (3) Nothing in this section may be construed to prohibit or interfere with the responsibilities of the State Board of Education or the State Department of Education in test development or selection, test-form construction, standard setting, test scoring, and reporting, or any other related activities which in the judgment of the State Superintendent of Education are necessary and appropriate.

State Board Regulations

S.C. Code Ann. § 59-1-447 (2004) requires the State Board of Education to establish detailed mandatory test security procedures by regulation.

The State Board of Education promulgated revised test security regulations that became effective June 27, 2003. These regulations, 24 S.C. Code Ann. Regs. 43-100 (Supp. 2006), are reprinted below:

- I. Tests administered by or through the State Board of Education shall include but are not limited to:
 - A. The statewide tests, as defined in the State Board of Education Regulation 43-262, including field tests and pilot tests;
 - B. Examinations for admission to teacher education programs and teacher certification examinations;
 - C. Examinations for admission to programs such as the gifted and talented program;
 - D. The High School Equivalency Program test (GED).
- II. As used in this regulation, “local school board” means the governing board of a public school district as well as those of special school districts, special schools, and institutions that utilize tests administered by or through the State Board of Education.
- III. Each local school board must develop and adopt a district test security policy. The policy must provide for the security of the materials during testing and the storage of all secure tests and test materials, before, during, and after testing. Before and after testing all materials must be stored at a location(s) in the district under lock and key. This also applies to district-owned materials that are the same as those used in any State-operated testing or assessment program. Throughout the time testing materials are under the control of the school district, tests must be secured under lock and key when not in use for approved test administration activities.
- IV. Each District Superintendent must designate annually one individual in each district for each mandated assessment who will be the sole individual in the district authorized to procure test instruments that are utilized in testing programs administered by or through the State Board of Education. The name of the designated individual must be provided to the State Department of Education (SDE) in writing. When the testing program involves procurement of materials available commercially, the designated individual must be the sole individual in the district authorized to procure commercial test instruments which are utilized in testing programs administered by or through the State Board of Education.

- V. State-owned test materials and district-owned materials that are the same as those utilized in any State-mandated testing program must not be used for census testing in the grades included in the State-mandated program(s) except on testing dates specified by the State Department of Education.
- VI. Individuals must adhere to all procedures specified in all operating manuals governing the mandated testing programs. Manuals are provided by or through the SDE.
- VII.
 - A. The State Board of Education may invalidate test scores that reflect improbable gains and that cannot be satisfactorily explained through changes in student populations or instruction;
 - B. In cases where test results are invalidated because of a breach of security or action of the State Board of Education, any programmatic, evaluative, or certification criteria dependent upon the data will be deemed to not have been met.
- VIII. Any individual(s) who knowingly engage(s) in any activity that results in the invalidation of scores derived from teacher certification examinations, the examinations for admission to teacher education programs, and/or the High School Equivalency Program test (GED) forfeits all opportunities to retake the test(s).
- IX. Any knowing involvement in the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to a test administration site for any of the tests administered by or through the State Board of Education will be considered a breach of test security within the meaning of S.C. Code Ann. § 59-1-445 (1990). Any individual(s) who knowingly cause(s) or allow(s) the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to any test administration site specified in this paragraph forfeits all opportunities to retake the test(s).
- X. Each of the following is considered a breach of professional ethics which may jeopardize the validity of the inferences made on the basis of test data, and as such are viewed as security violations which could result in criminal prosecution and/or disciplinary action to an educator's professional certificate.
 - A. Failing to administer tests on the test dates specified by the SDE.
 - B. Failing to maintain an appropriate testing environment, free from undue distractions.
 - C. Failing to proctor the test to ensure that examinees are engaged in appropriate test taking activities.
 - D. Providing examinees with access to test questions or specific test content prior to testing.
 - E. Providing examinees with access to answer keys prior to or during testing.
 - F. Keeping, copying, reproducing, or using in any manner inconsistent with the instructions provided by or through the State Department of Education any test, test question, or specific test content.
 - G. Keeping, copying, or reproducing in any manner inconsistent with the instructions provided by or through the State Department of Education any portion of examinee responses to any item or any section of a secure test.
 - H. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing. This includes hinting to examinees about the correctness of their responses.

- I. Failing to follow instructions specified in the test manuals for the distribution, storage, or return of test materials or failing to account for test materials before, during, or after testing.
- J. Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test. This section includes failure to clear the memory of calculators used on a test as directed in the test manual.
- K. Allowing, participating in, assisting in, or encouraging any unauthorized access to test materials prior to, during, or after testing.
- L. Disclosing the contents of any portion of secure materials or discussing the contents of secure tests with examinees, teachers, or other educators before, during, or after testing.
- M. Leaving in view of examinees during test administration materials that are content or conceptually related to the subject areas being assessed.
- N. Providing references or tools other than those specifically allowed in test manuals. Providing references or tools during test administration at times other than those specifically allowed in test manuals.
- O. Not providing accommodations (to include customized test forms and modifications) as appropriate for students with Individualized Education Programs or 504 plans. This includes providing more accommodations (customization, modifications) than appropriate.
- P. Excluding examinees or exempting from assessment students who should be assessed.
- Q. Failing to return test materials for all examinees.
- R. Engaging in inappropriate test preparation practices that invalidate the test scores. These practices include activities that result in an increase in test scores without a simultaneous increase in the examinee's real achievement or performance in the content area.
- S. Revealing test scores or test performance to anyone not involved in the education of the examinee.
- T. Altering test scores in electronic records or files.
- U. Failing to report a security breach.
- XI. The South Carolina Department of Education has the right and responsibility to observe test administration activities without prior notice in order to monitor adherence to test security. Examinees should be made aware that monitoring may occur.
- XII. Any suspected violation of security must be reported to the South Carolina Law Enforcement Division (SLED).
- XIII. If a security breach occurs in a district rendering test forms or test items unusable, funds equivalent to replacement costs may be withheld from the district by the State Department Education at the discretion of the State Board of Education.
- XIV. At the discretion of the State Board of Education, an educator may receive a public or private reprimand or the credentials of an educator may be suspended or revoked based on evidence of violation of test security provisions.

South Carolina Statewide Assessment Program Guidelines for Reporting Test Security Violations

All suspected test security violations as defined in S.C. Code Ann. Section 59-1-445 (2004) or 24 S.C. Code Ann. Regs. 100 (2006) will be reported to the South Carolina Law Enforcement Division (SLED) in one of two ways: (1) for investigation or (2) for information. Allegations in which someone knowingly or willfully violates provisions of the SC Code will be referred to SLED with a request to investigate. Allegations in which someone may have violated a State Board Regulation will be referred to SLED for information.

Suspended test security violations must be reported using the procedures below. Internal review committees within the Department of Education will review all of the circumstances of each reported case and make a determination of the action to pursue. As appropriate, the district will be notified by the SDE when the report is forwarded to SLED. Reports may serve as a basis for initiating invalidation of test scores or for other action by the State Board of Education. The SDE will notify the district when the SDE receives a final report from SLED.

The following guidelines outline the steps that should be followed when investigating a suspected test security violation and the documentation that must be provided to the Office of Assessment when reporting the results of the district investigation into the incident.

1. If a test security violation is observed within a school, the individual(s) observing the incident must notify the School Test Coordinator (STC) or District Test Coordinator (DTC) as soon as possible. The STC must notify the District Test Coordinator (DTC) immediately regarding the violation.
2. The DTC and the STC are responsible for conducting a comprehensive investigation to reconstruct what occurred to cause the allegation. The investigation should capture information including the “who, what, where, when, and how” of the incident. As soon as possible after learning of the incident, the STC and/or the DTC should interview each person involved with the incident; all interviews should be conducted individually to elicit the most reliable information. Open-ended questions should be used during the interview process to obtain the most compelling evidence. In the case of student interviews, the STC should write a summary of the information learned from each student; it is not necessary to have the students provide a written statement. The STC should obtain a written statement of the events from each adult involved in the situation, including the accused. Statements should be signed in ink and dated (dd/mm/yy).
3. The STC and/or DTC must write a summary of the information obtained from all persons with knowledge of the incident as a result of the interviews. The summary should provide a reconstruction of all events pertinent to the allegation giving all related facts. The summary should not include judgments or conclusions regarding the guilt or innocence of the accused. The summary should include statements that explain how the violation was reported to the STC and information that supports or refutes the credibility of any witness. In the summary, the STC or DTC should discuss any actions taken as a result of the investigation and should indicate if the district has already referred the allegation to SLED.

4. The DTC will forward his/her report to the SDE. In addition to the summary of the incident, the following information must be provided, as appropriate and available:
 - a. name of testing program (e.g., PACT)
 - b. the name of the person reporting the alleged violation
 - c. date(s) of the alleged test security violation
 - d. district name
 - e. school name
 - f. first, middle, and last name of person who allegedly committed the violation
 - g. teacher certification number, if applicable
 - h. the test subject area(s)
 - i. the grade level of the test(s)
 - j. security number from the students test booklets/documents
 - k. student(s) impacted by the violation, if applicable, giving the first, middle, and last name and student ID numbers (If the allegation involves a group of students, all would be listed.)
 - l. student ID numbers (If it is a class of students, all would be listed.)
 - m. gender of each student
 - n. ethnicity of each student
5. To protect the confidentiality of the parties involved, all documents must be mailed to the Director of Assessment, 607 Rutledge Building, 1429 Senate Street, Columbia, SC 29201. Documents may also be faxed as long as a staff member in the Office of Assessment is notified immediately prior to sending.

Districts are encouraged to establish internal reporting procedures to supplement these guidelines.

Test Security Violations and Students with Disabilities

DTCs and STCs should work closely with special educators at the school level to ensure that all accommodations and modifications are provided for students with disabilities in accordance with each student's Individualized Education Program (IEP) or 504 Accommodation Plan.

The State Board of Education Regulations 24 S.C. Code Ann. Regs. 43-100 (Supp 2006) states that not providing accommodations (to include customized test forms and modifications) as specified for students with IEPs or 504 Accommodation Plans or providing more accommodations (customization, modifications) than specified are considered breaches of professional ethics that may jeopardize the validity of the inferences made on the basis of test data. As such, these actions are viewed as security violations that could result in criminal prosecution and/or disciplinary action to an educator's professional certificate.

In the event of a test security violation involving testing accommodations or modifications for students with disabilities, the district must report the violation in accordance with the procedures outlined above.

The school/district must also convene the IEP/504 Accommodation Plan team to review the test security violation. During the meeting of the IEP/504 Accommodation Plan team, the team may consider only the testing accommodations or modifications as written in the IEP/504 Accommodation Plan and may not change the accommodations or modifications specified in the plan. The team must address the test security violation as follows:

- If a student **received a modification** that is not specified in the IEP/504 Accommodation Plan, the team must invalidate the test administration.
- If a student **received an accommodation** that is not specified in the IEP/504 Accommodation Plan, the team must determine whether the unauthorized accommodation causes the test administration to be invalid.
- If a student **did not receive a testing accommodation or modification** that is specified in the IEP/504 Accommodation Plan, the team must determine whether the test administration is valid without the specified accommodation and/or modification.

If the IEP/504 Accommodation Plan team determines that

- the test administration is valid, the test is to be returned for scoring.
- the test administration is not valid, the district must invalidate the test, report it to the Department, and return it to the contractor with the nonscorable materials.

Administrative Guidelines for Secure Test Administration

- The STC should observe test administration activities and monitor adherence to test security. Examinees should be made aware that monitoring might occur during testing.
- All test materials must be kept in secure, locked storage when not in use.
- Before testing, access to secure materials is restricted to **supervised sessions** conducted by the STC. **Sessions supervised by the STC for coding student demographic information may be held the week before testing.**
- Review of test administration directions in oral administration scripts is restricted to supervised sessions held up to 48 hours before each test.
- After testing, access to secure materials is restricted to make-up testing sessions and supervised sessions for completing or editing demographic codes on student test booklets.
- Test Administrators (TAs) should walk around the room during testing to check that students are marking their answers in the correct sections of the test booklets. It is permissible to alert students that their answers are being marked in the wrong sections of the test booklets. **However, it is not permissible to stop and read test items or students' responses in students' test booklets.**

HSAP Student Participation Guidelines

To be eligible to take the HSAP tests, students must be enrolled in a South Carolina public school or adult education program or must be in a home school program approved by the local school board.

The following students must take the HSAP tests:

Fall – Students beyond the second year after their initial enrollment in the ninth grade take the test(s) needed to meet the requirement for a South Carolina high school diploma.

Spring – Students in the second year after their initial enrollment in the ninth grade take both tests. Students beyond the second year after their initial enrollment in the ninth grade take the test(s) needed to meet the requirement for a South Carolina high school diploma.

Summer – Following a remediation program in summer school, a summer administration of the HSAP may be offered to students who have not passed the exit examination and who are planning to graduate before the beginning of the next school year. All accommodations and modifications for students with disabilities and students with limited English proficiency available during the spring administration are available for the summer administration.

Exceptions:

1. For students with disabilities who have an individualized education program (IEP) and who have taken both parts of the HSAP at least once and who meet all of the conditions listed below, the IEP team will determine on an annual basis the student’s participation in the HSAP.
 - a) The student failed to pass any part of HSAP during the initial administration.
 - b) The student has not earned any Carnegie units in the core curriculum (English language arts, mathematics, science, and social studies).
 - c) The student is not enrolled in a course in the core curriculum required for high school graduation.

Students who miss the initial administration of any part of the HSAP must be scheduled to take that part in the next administration.

2. Students who meet the Participation Guidelines for Alternate Assessment will not take the HSAP tests, but will take the SC-Alt.

Students who have previously taken the HSAP and have not passed all parts of the test must receive academic assistance by their districts related to the subjects not passed before re-taking the test(s) not passed.

Participation guidelines for other special groups of students are listed below.

1. **Students with Disabilities**—Students with disabilities must participate in accordance with their individualized education program (IEP) or 504 Accommodation Plan. (See Appendix C.) Students with disabilities must participate in the initial testing, with or without accommodations, with modifications, or in an alternate assessment, as determined by their IEP/504 team.

Students who meet the participation criteria for alternate assessment should be tested according to the SDE Participation Guidelines for Alternate Assessment.

2. **Home-Based Instruction Students**—Home-based instruction students normally receive instruction at a place other than their school because the IEP team has determined it to be the most appropriate, least restrictive environment for the student. The district must send a TA to the student’s place of instruction for testing.
3. **Adult Education Students with Disabilities**—Students with disabilities in adult education centers who are 21 years of age or younger and who do not have diplomas may be served under the provisions of IDEA or Section 504. The IEP or 504 Accommodation Plan must state any accommodations or modifications to be used. Students who are older than 21 cannot be served under the provisions of IDEA but may

be served under Section 504. Prior to taking the test, students who are older than 21 must provide documentation that they were served under an IEP or a 504 accommodation Plan in high school.

4. **Suspended and Expelled Students (with or without disabilities)**—Students who are suspended must be tested. The district may consider delaying the suspension dates, bringing students into school during suspension for testing purposes only, or testing students in alternative locations. The district is not required to test expelled students who do not have IEPs. When a student with an IEP has been expelled, a new IEP must be written that outlines the services to be provided during the expulsion period and the manner in which the student will be tested.
5. **Homebound Students (with or without disabilities)**—Homebound students are those students who receive instruction at home or in a hospital because they cannot attend school because of illness, accident, or pregnancy, even with the aid of transportation [24 S.C. Code Ann. Regs. 43-241 (Supp. 2000)]. The district must administer the required test to a student who is homebound, except in individual cases where it is documented that the student is not physically and/or mentally able to take the test.
6. **Home School Students**—A student who is in a home school program approved by the local school board of trustees must participate in testing. “The tests must be administered by a certified school district employee either with public school students or by special arrangement at the student’s place of instruction, at the parent’s option. The parent is responsible for paying the TA if the test is administered at the student’s home” (§ 59-65-40 (A) (6), Code of Laws of South Carolina, 1976).
7. **Limited English Proficient (LEP) Students**—An LEP student is defined as a student who has a primary language other than English and who is not proficient in listening, speaking, reading, or writing in the English-speaking classroom as determined by a language assessment instrument and academic content area assessments. See Appendix D for information regarding accommodations for LEP students.

Note: The HSAP tests **are not available** in alternate language formats.

8. **Foreign Exchange Students**—Foreign exchange students who meet the HSAP participation guidelines must participate in the HSAP tests.
9. **Students with Disabilities Who Have Been Placed by Districts and Public Agencies in Private or Nonpublic Schools**—Students with disabilities who are placed by districts or other public agencies in private or nonpublic schools or state-operated programs must participate in statewide and districtwide assessments and must be tested by the home school district. The home school district is the district that carries the student on enrollment and receives state or federal funding for educating the student. Students who are placed by other public agencies through the foster home/group home proviso, General Appropriations Act, 2003 S.C. Acts 91 Proviso 1.9, must be tested by the district in which the alternate residence (such as a foster home, group home, orphanage, or state-operated health care facility including a facility for treatment of mental health or chemical dependence) is located.

Test Administrator Requirements

TAs must have been trained to administer the test and must meet one of the following criteria:

1. be an employee of the district who is certified;
2. be an employee of the district who is a critical needs teacher and has a letter of eligibility, an interim certificate, or a critical needs certificate;
3. be a substitute teacher who is certified and employed by the district on an as-needed basis;
4. be someone who was a certified teacher but has allowed his or her teaching certificate to expire because of retirement, change of career, and so on, and has been approved by the DTC as a qualified test administrator; or
5. be someone who is not certified but has been employed by the school district in an instructional capacity and has been approved by the DTC as a qualified test administrator.

TAs are not to administer tests to close relatives (e.g., children, grandchildren). **Only trained TAs may administer the tests.**

Even if a test is administered in a location other than the school, the TA must meet the criteria specified above.

Test Administrator Responsibilities

- Be in the room at all times when materials are not in locked storage. TAs may not leave the room during testing or when secure test materials are out of locked storage, even if a monitor is present.
- Understand and follow the South Carolina legal requirements for test security and State Board regulations on test security.
- Become familiar with test administration procedures prior to testing.
- Verify the number of test booklets received from the STC on test day.
- Distribute test materials to and collect them from students.
- Answer students' questions regarding directions, but not test content.
- Ensure that students have the proper test materials.
- Ensure that students mark responses properly in their test booklets.
- Check that students are working independently.
- Make a list of students absent from testing and give it to the STC for make-up testing.
- Account for and return all test materials to the STC.
- Maintain test security.

Monitor Requirements

A monitor is required for all test administrations, including individual administrations when a student, such as a homebound or home school student, is tested in a location other than the school.

Prior to test day, the STC (with the aid of the TA) should review the testing procedures, test security procedures, and the monitor responsibilities with monitors. A separate section that can be given to monitors at training is in Appendix F.

One monitor is recommended for every thirty-five students. Large-scale administration of the test is **not** recommended (i.e., multiple classes in one testing room).

Monitors may be teacher's aides, parents, or other district or school personnel (e.g., music teachers, P.E. teachers, counselors). They may not monitor rooms where their close relatives are being tested.

It is not permissible for a monitor to be left in charge of a test administration session; the TA should remain with the students and send the monitor out in case of an emergency.

Monitor Responsibilities

- Walk around the room during testing to check that students are marking their answers in the correct sections of the answer documents. It is permissible to alert students that their answers are being marked in the wrong sections of the answer documents. **However, it is not permissible to stop and read test items or students' responses in students' test booklets.**
- Distribute and collect materials needed during testing (e.g., number two pencils, test booklets, calculators, handouts) as directed by the TA.
- Ensure that students receive the correct test booklets.
- During testing, ensure that students
 - ✓ receive additional sharpened pencils when needed,
 - ✓ follow directions,
 - ✓ mark their responses in the appropriate area of the test booklet,
 - ✓ use only the allowable supplemental materials specified in this manual, and
 - ✓ do not give or receive help from other students.
- Help maintain test security.
- Refer all student questions to the TA.
- Check restrooms before allowing students to enter to make sure the rooms do not contain reference materials (e.g., books, notes, writing on towels or walls). This is especially important for schools where examinees are permitted to leave the testing room early.
- Retrieve additional test materials from the STC if needed during testing.
- Serve as a messenger between the TA and the STC during testing, if an emergency occurs. (Monitors may leave the room **only** for short periods of time to relay messages.)

Policy on Use of Calculators

School- or student-owned calculators may be used during the mathematics test; however, test questions are written so that a calculator is not necessary.

Test takers may use basic four-function, scientific, or graphing calculators during the

mathematics test. The following types of calculators are **not** allowed:

- pocket organizers;
- Palm Pilots, Visors, or other Palm-based devices;
- handheld PCs that use a writing tablet or QWERTY (typewriter) keyboard;
- calculators that use symbolic manipulation capability, such as the Casio FX 2.0, HP 40g or 49g, or Texas Instruments TI-89 or TI-92; and/or
- calculators that “talk” or otherwise make noise, such as the AudioCalc.

See Appendix C for guidance on the use of calculators for students with disabilities.

To help maintain test security, the memory of every calculator used during testing must be reset **before and after testing** to clear all applications. Students should not share graphing calculators during the mathematics test unless calculators are reset each time the calculator changes hands. This action clears all stored data and program information from the calculator.

Students who wish to use their own calculators during the test must be told **in advance of the test day** to back up all data and programs that they wish to save. Because the memory of every calculator used in testing must be reset to the factory default values (cleared) before testing, all data and programs stored in the calculator will be erased. **If a student is unwilling to have his or her personal calculator’s memory reset, the student may not use the personal calculator during the test.**

Policy on Use of Electronic Imaging and Photography Devices

Students may not bring into the testing location any electronic or other device that can be used for communications, timing, or imaging. These devices include but are not limited to cell phones, pagers, beepers, headphones, stop watches, electronic translators, hand-held devices, PDAs, or any electronic imaging or photographic device.

Planning an Appropriate Test Setting

Providing an appropriate test setting is essential. Following are some points for STCs and TAs:

- In advance, determine the procedures to follow for students who are tardy on the day of testing. Delaying the beginning of the testing may extend the testing time unreasonably.
- In advance, determine the procedures to follow if any disruption occurs during testing.
- **Know the procedures to follow if a student cannot write because of an injury (e.g., sprain, broken bone). Testing for this student may be delayed until the make-up days, or the student may use any of the response options listed under “Accommodations” in Appendix C.**
- All TAs and monitors who will have access to secure test materials must sign one of the test security agreement forms. These forms may be photocopied, if needed. Those who sign the agreement are required to follow the procedures and ensure the security of the test materials at all times.

- Make sure that classrooms do not have any academic materials displayed on the walls, desks, doors, or windows that may cue students during testing.
- Make sure that classrooms are conducive to testing. Students should have plenty of space to work, good lighting, and comfortable seating. It is not advisable to test students in a large-group setting.
- Make sure that at least one dictionary and one thesaurus are available in each testing room for Day 1 of the ELA test.
- On each day of testing, be sure to sign out (and sign in) the secure materials needed for that day.
- Make sure that each booklet is identified correctly by student name through preprinting, hand coding, or labeling.
- Make sure that there are no systematic errors in the preprinted information, such as all of the precoded test booklets by class containing inaccurate information.
- Check through the test booklets to make sure that there are no errors (e.g., missing page, pages out of order) or damaged books (e.g., those with rips, folds, creases, poor print quality).

Distributing and Collecting the Test Security Agreements

Test security agreement forms are in Appendix E of this manual. All test administrators, monitors, and any others who may have access to HSAP test materials (with the exception of the students who are taking the test) or to the location in which the materials are securely stored should sign a test security agreement form before they are given access to the materials.

There are two versions of the security agreement. The first version is for DTCs and STCs to read and sign. The second version is for TAs, monitors, and other personnel who have access to secure materials to read and sign. Sufficient copies of the *Agreement to Maintain Test Security and Confidentiality* form should be made and distributed to all appropriate personnel for their signatures.

Anyone who has access to secure testing materials is required to follow the security procedures and take the necessary precautions to ensure test security at all times. The STC must return the signed agreements to the DTC after testing.

BEFORE TESTING

Arranging for Student Participation

Prior to testing,

- notify teachers of the students to be tested,
- notify participating students of the time and location of the test,
- arrange for students to use school or personal calculators for the mathematics test, and
- identify students who need customized administrations and make appropriate arrangements for test administration as documented in the students' IEPs or 504 Accommodation Plans.

Notifying Students and Teachers of Testing

The HSAP testing schedule must be publicized. As early as possible, notify students and their parents/guardians about the testing schedule. Prior to test day, be sure to

- tell students to bring two sharpened number two pencils with erasers on test day (only number two pencils may be used for testing);
- notify teachers and students of the calculator use policy beginning on page 12 of this manual; and
- **notify students they may not bring into the testing location any electronic or other device that can be used for communications, timing, or imaging.** These devices include but are not limited to cell phones, pagers, beepers, headphones, stop watches, electronic translators, hand-held devices, PDAs, or any electronic imaging or photographic device.

Please stress this policy in your training. After every administration SDE receives several reports of students who have these devices confiscated during the HSAP testing.

Training Test Administrators and Monitors

At least two weeks before testing, STCs should distribute testing manuals to the TAs.

No later than one week before testing, STCs must conduct training sessions for all TAs, possible substitute administrators, and monitors, including those responsible for customized administrations. TAs must be thoroughly informed about test security, the logistics of the test, the directions for completing the student demographic information, the script for administration, and the procedures for returning test materials to the STC. These training sessions also should stress the requirement to account for all materials before, during, and after testing. TAs may keep the manuals after the training session.

The same test administrator should be present for an entire testing session. The teacher who signs out a set of secure test materials is responsible for signing in those materials after testing. If a test administrator becomes ill or has a personal emergency, another trained test administrator should replace that individual for the duration of the testing session. (Please emphasize this policy in your training.)

Training Topics

Prepare TAs in the following areas:

- Logistics of administering the test
- Directions for completing the demographic information
- Procedures for accounting for and returning test materials to the STCs
- Responsibilities of TAs and monitors
- Test security guidelines and procedures
- Test schedules and rooms to be used
- Preparation of testing rooms
- Labeling and coding of test booklets (Refer STCs to label instructions in their shipments.)
- Administration directions
- Use of customized materials
- Procedures for resetting calculators
- Completion of all required demographic information
- Receipt and handling of test materials
- Procedures and schedule for returning test materials to the STC at the end of testing

Receiving Materials

The following list provides step-by-step instructions for receiving materials from the district office and for taking inventory. STCs should complete these procedures upon receiving test materials. **If the shipment appears incomplete in any way, immediately contact your DTC.**

1. Using the packing list from Box 1, place a check mark beside each item to verify that you have received the quantity listed.
2. Take inventory of all secure materials. **Do not open the shrink-wrapped packages of test booklets at this time.** Instead, check the security numbers that are printed on the white cover sheet inside the shrink-wrapped package, and then count the spines of the booklets to verify that you have received the correct number of booklets.
3. If there is a discrepancy in the number of booklets received, open the package to identify the security number(s) of the missing booklet(s). **Record any discrepancy on the School Security Checklist.** (A sample of the checklist is in Appendix E.)

4. Check that the quantities of materials you receive are sufficient for the number of students participating in your school. Make sure that you have all materials needed to test students with disabilities. If you need extra materials, contact your DTC immediately.
5. Keep all materials in secure, locked storage until they are needed on test days.
6. Keep **all** original shipping boxes. You will need them after testing to return the materials to the DTC.

Preparing and Distributing Test Materials

The STC is responsible for collecting signed test security agreements from TAs and monitors. Any individuals who may have access to HSAP test materials (with the exception of students who are taking the test), or to the location in which the materials are securely stored, must have a signed agreement on file in the district office before they are given access to the test materials. There are two versions of the security agreement. The first version is for DTCs, STCs, and TAs to read and sign. The second version is for all other persons who have access to secure materials to read and sign. Please make sure that each person signs the appropriate version of the security agreement.

The STC is also responsible for inventory control and must use the School Security Checklist to track and monitor test materials distributed to the TAs. A sample of the checklist is in Appendix E.

When distributing secure test materials, STCs must instruct the TAs to initial the School Security Checklist to verify receipt of the test booklets, as shown in the diagram below.

SOUTH CAROLINA HIGH SCHOOL ASSESSMENT PROGRAM

SCHOOL SECURITY CHECKLIST

Name of School: _____

Name of STC: _____

The Test Administrator (TA) and School Test Coordinator (STC) must initial the "Sign Out" and "Sign In" Columns when the TA receives and returns test booklets on testing day.

When the materials are packaged for return, the STC and any other person who assists in the packaging must initial the "Packaged for Return" column. Provide an explanation in the comment section for any secure materials that were not received or were not returned to the contractor.

Secure materials received from DTCs: Use the area below to record security numbers of additional secure materials received from the DTC.

Secure Test Materials:

Security Number	TA's Last Name	Sign Out		Sign In		Packaged for Return	
		TA Initials	STC Initials	TA Initials	STC Initials	STC Initials	Other Initials
2720036	Thornton	KT	BD				
2720037							
2720038							
2720039							
2720040							
2720041							
2720042							
2720043	Thornton	KT	BD				

Ten days before the first day of testing, you may open the shrink-wrapped packages of test booklets to prepare materials for the TAs. After preparing materials, you must return them to locked storage until you distribute them to the TAs on the day of the test.

Each TA should receive one *Test Administration Manual* at training and the following test materials in the classroom packets:

ELA	Mathematics
<ul style="list-style-type: none"> • ELA scannable test booklets (one per student) • paper bands (optional) 	<ul style="list-style-type: none"> • mathematics scannable test booklets (one per student) • mathematics Reference Information sheets (one per student) • graph paper (one sheet per student) • paper bands (optional)

In addition, the following supplemental materials must be provided by the school:

- **Sharpened number two pencils with erasers.** Students must not use pens or highlighters on any portion of the HSAP, including the constructed-response and extended-response questions of the test. You may ask students to bring two number two pencils with them to the testing sessions.
- **Dictionary and Thesaurus – ELA only.** During Session 1 (Day 1) of the ELA test, at least one dictionary and one thesaurus must be available in each classroom. Students may use the dictionary and thesaurus **only** when responding to the extended-response prompt (writing their composition). Students may not use dictionaries at any other time during the ELA or mathematics tests.
 - Many types of dictionaries have been written and published for educational purposes. During test administration, however, students may consult only a conventional, published book containing a list of words in alphabetical order with their meanings explained. Acceptable dictionaries are further defined as reference books containing words alphabetically arranged along with information about their forms, pronunciations, functions, etymologies, meanings, and syntactical and idiomatic uses.
 - If a dictionary does not meet the criteria specified within the definition above, students may not use it during test administration.
 - The following types of reference materials should not be used during test administration: teacher-made word lists, spelling lists or books, wall lists, and other alternative types of reference books. Computerized dictionaries and thesauruses are not allowed during testing.

Note: See Appendix C for information regarding testing students with disabilities and Appendix D for testing students with limited English proficiency.

- **Lined scratch paper – ELA only.** During Session 1 (Day 1), students may use lined scratch paper to prepare their rough drafts only for the extended-response question (composition) on the ELA test. Lined scratch paper must be provided by the school. **Writing done on lined scratch paper must be collected and returned with the nonscorable test materials. Anything written on the lined scratch paper will not be scored.**
- **Calculators – Mathematics only.** Students may use their own calculators or calculators provided by the school during the mathematics test administration. See the calculator use policy starting on page 12 of this manual.
- Any supplemental materials required by students with disabilities or by LEP students must be provided by the school. No additional reference sources or mechanical aids may be used. Allowing students to use references or tools other than those specifically allowed in this manual is a test security violation.

DURING TESTING

Supervising the Test Administration

You are responsible for implementing and monitoring all testing procedures at your school and for ensuring that test security is maintained. During testing, supervise the test administration by visiting each testing room and observing the guidelines below.

- Do not allow administration directions to be read over the public announcement system.
- Make sure that all needed materials are available and that all administration procedures are being followed.
- Make sure that all school personnel involved in test administration adhere to security guidelines. In accordance with Test Security Legislation and State Board Regulations, you must report any test security breach.
- Assist TAs by handling unusual student-testing situations.
 - If a student gets sick and throws up on the test materials, identify the security number of the test booklet and report the incident to the DTC. Dispose of the test booklet in a secure manner and complete the Testing Irregularity Form. Indicate the security number of the destroyed booklet on the School Security Checklist and document the incident.
 - If a student cannot write because of an injury (e.g., sprain, broken bone), you may delay testing for this student until make-up testing or allow the student to use any of the response options listed under accommodations in Appendix C.
 - At the school’s discretion, you may remove disruptive students from the group to complete testing elsewhere or test them in a make-up session.
 - Schedule students who leave testing for any reason (e.g., illness or personal emergency) for make-up testing. Be sure to record the student’s name on your list of students who need make-up testing and write the student’s name on all test materials used by the student.

- If a student is suspected of cheating, take appropriate action to stop the behavior. Immediately notify the STC and document the circumstances on the Testing Irregularity Form in Appendix E. These cases will be handled at the school or district level, depending on district procedures.
- If you must evacuate the testing room or the building, collect test materials from students as they leave the testing room (provided doing so does not compromise your safety or that of the students).

AFTER TESTING

Receiving Test Materials from TAs

TAs must return all test materials to the STC at the completion of each day of testing.

- Collect test materials from TAs, including test booklets, Test Administration Manuals, lined scratch paper, graph paper, mathematics Reference Information sheets, and any customized materials.
- For each TA, check the test booklet security numbers against those assigned, as indicated on the School Security Checklist. **Account for all test booklets distributed to each TA.** If any booklet is missing, try to locate it and provide detailed documentation on the School Security Checklist. Have TAs initial the School Security Checklist for all test booklets received, as shown below.

SOUTH CAROLINA HIGH SCHOOL ASSESSMENT PROGRAM

SCHOOL SECURITY CHECKLIST

Name of School: _____

Name of STC: _____

The Test Administrator (TA) and School Test Coordinator (STC) must initial the "Sign Out" and "Sign In" Columns when the TA receives and returns test booklets on testing day.

When the materials are packaged for return, the STC and any other person who assists in the packaging must initial the "Packaged for Return" column. Provide an explanation in the comment section for any secure materials that were not received or were not returned to the contractor.

Secure materials received from DTCs: Use the area below to record security numbers of additional secure materials received from the DTC.

Secure Test Materials:

Security Number	TA's Last Name	Sign Out		Sign In		Packaged for Return	
		TA Initials	STC Initials	TA Initials	STC Initials	STC Initials	Other Initials
2720036	Thornton	KT	BD				
2720037	↓	↓	↓				
2720038	↓	↓	↓				
2720039	↓	↓	↓				
2720040	↓	↓	↓				
2720041	↓	↓	↓				
2720042	↓	↓	↓				
2720043	Thornton	KT	BD				

Conducting Make-Up Testing

Determine which students, if any, need make-up testing. Contact those students as soon as possible to arrange for a make-up test.

- You must keep make-up materials in locked storage with the other secure materials and sign them out and in, as needed. If the STC acts as the make-up TA, the materials must still be signed out and back in using the School Security Checklist.
- The administration of one test session per day is preferred. However, students may take tests in both subjects if absolutely necessary. If both subjects are administered on the same day, the student must complete both subjects on that day.
- Make-up tests must be administered according to the test administration procedures in this manual. The “MAKE-UP” bubble must be gridded on the student’s test booklet for each make-up session.

RETURNING MATERIALS TO THE DTC

IMPORTANT REMINDERS:

1. **Customized Materials:** See Appendix C for packaging and return instructions for customized tests.
2. **Home School Materials:** If materials for home school students are ordered before testing through the SchoolHouse Web site, Pearson sends the DTC a special “Home School” header for return of these materials.

If materials for home school students are not ordered through SchoolHouse, complete a blank header from the district overage.

Enter your four-digit district code plus the numbers “888” in the seven-digit BEDS CODE box on the school or class header sheet.

3. **Adult Education Materials:** Materials for adult education students must be returned under a header with an adult education BEDS code. BEDS codes for adult education centers are provided by the Office of Assessment at the SDE. **Adult education materials should not be returned under a header for a high school.**

Completing the School Header Sheet

Directions for completing the School Header Sheet are on the back of the form. Place all completed ELA and mathematics test booklets for your school under **one school header**. Retain a copy of the School Header Sheet for your records.

You must sign, date, and return the School Header Sheet with the test materials.

Packaging Materials for Return to the DTC

In preparation for the return of materials, please do the following:

- Ensure that hand-coded student names (the letters gridded in the Name Grid Field) match the names on preprinted test booklets or labels.
- Check that all demographic information on scorable (scannable) test booklets is complete and accurate.
- Check that you are returning to the DTC **all** materials you received.
- Organize and package the test materials in two groups: scorable and nonscorable.

Returning Shipments

You will need to package and return materials to your DTC in the two separate shipments, as described below. (A third shipment for Graduation Express materials is used only for the spring administrations.)

- Shipment 1, all secure scorable test booklets
- Shipment 2, all secure nonscorable materials

Shipment 1 will contain the used **scorable** ELA and mathematics test booklets from the regular administration and from all make-up testing, as well as all completed Class Sheets (optional by school) and School Header Sheets.

Shipment 2 will contain all secure unused test materials that **will not be scored**.

Return Shipment of Secure Scorable Materials (Shipment 1):

The scorable materials return diagram on page 23 will help you with the packaging process.

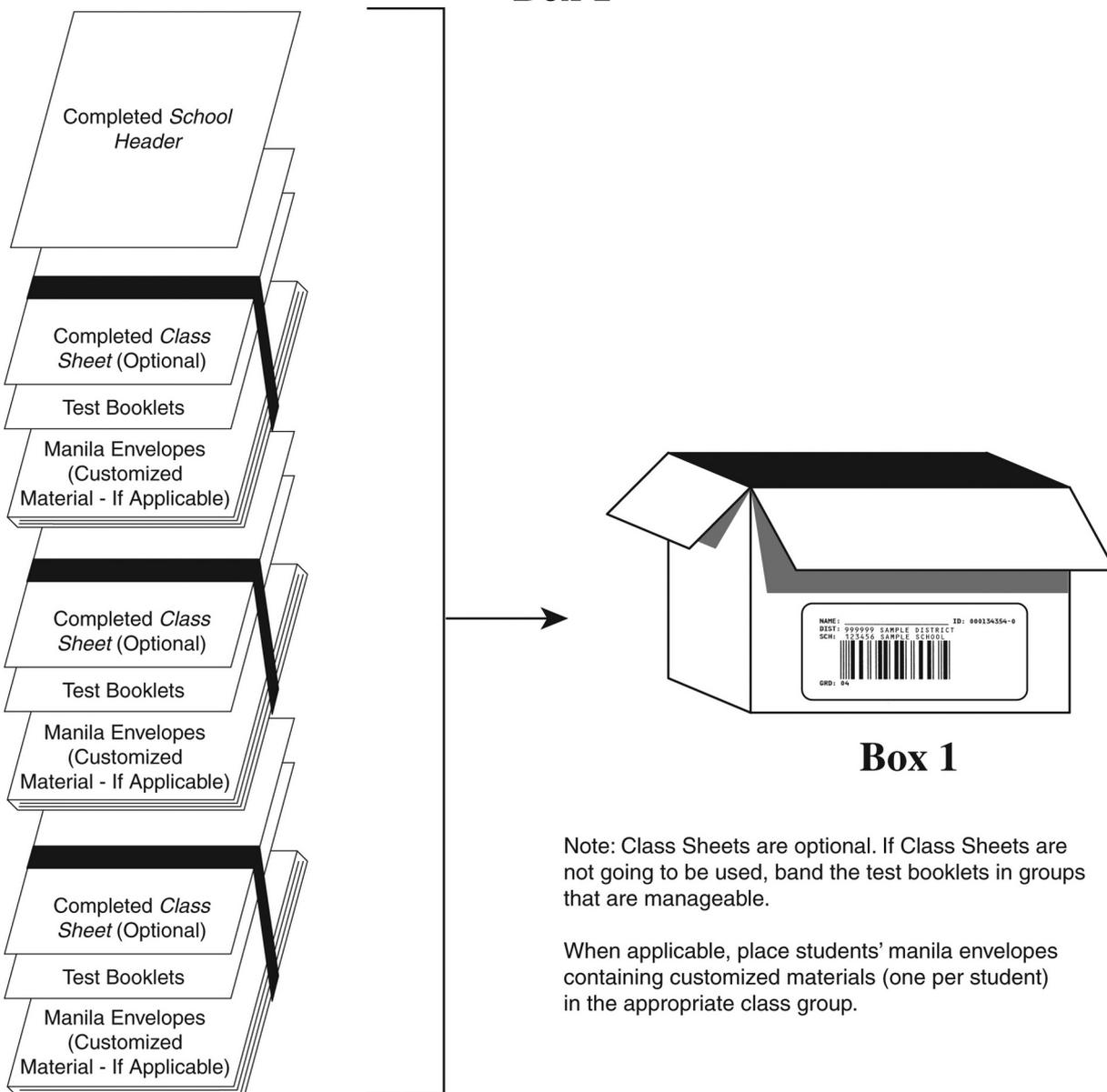
1. Place the sets of test booklets—with a Class Sheet (optional) on the top of each set of booklets or with just a School Header Sheet if you are not requesting class- or teacher-level reports—inside a box (or boxes) for return to your DTC. Make sure that boxes are sturdy and dry. Remove or cover any previous shipping labels.
2. Include manila envelopes containing customized test booklets with the corresponding student responses on separate sheets of paper, if applicable. (See Return Procedures in Appendix C.)
3. Place one completed School Header Sheet on top of the stack of materials inside the box.
4. Fill any empty space in the boxes with crumpled paper to keep the materials from shifting during shipment.
5. Seal each box with tape.
6. Affix a preprinted return address label marked “**scorable**” on each box. If you need additional labels, contact your DTC. If you use additional labels, be sure to enter all requested school information on them.

7. In the area marked “Sch: Box _ of _” on each label, write the number of boxes being returned. For example, a shipment of two boxes would be labeled “Box 1 of 2” and “Box 2 of 2.”
8. Return the scorable materials promptly to your DTC.

Shipment 1

Secure Scorable Returns

Box 1



Return Shipment of Secure Nonscorable Materials (Shipment 2):

Do not return the following materials.

- *Test Administration Manuals*
- Unused School Header Sheets
- Unused Class Sheets
- Unused shipping labels
- Unused lined scratch paper
- Graph paper and mathematics Reference Information sheets **with no student writing**

After you separate the materials, continue preparing Shipment 2 for return as listed below:

1. Box the materials for return to your DTC. Make sure that the boxes are sturdy and dry. Remove or cover any previous shipping labels.
2. Complete and sign the School Security Checklist, as shown in the diagram on page 25. Separate the carbonless forms. Include the original with your nonscorable materials. Give the second copy to your DTC along with all signed test security agreements.
3. Place the materials in the return box(es) as noted in the following checklist, or use the diagram on page 26.

___ Unused preprinted labels with student information

___ All Braille, Large-Print, and Loose-Leaf test booklets; oral scripts, CD-ROMs, and audiotapes; and Sign Language videotapes

___ Completed School Security Checklist (original copy)

___ All completed Comment Forms

___ Completed Testing Irregularity Forms

___ Preidentified (Pre-ID) test booklets with “Do Not Score” labels on them

___ Damaged test booklets

___ All unused test booklets (Putting them in numerical or alphabetical order is not necessary.)

___ Any lined scratch paper (rough drafts) or graph paper **with student writing** on them

___ All mathematics Reference Information sheets **with student writing** on them

4. Fill any empty space in the boxes with crumpled paper to keep the materials from shifting during shipping.
5. Seal each box with tape.
6. Affix a preprinted return address label marked “**nonscorable**” on each box. If you need additional labels, contact your DTC. If you use additional labels, be sure to write all requested school information on them.

School Security Checklist

SOUTH CAROLINA HIGH SCHOOL ASSESSMENT PROGRAM

SCHOOL SECURITY CHECKLIST

Name of School: _____

Name of STC: _____

The Test Administrator (TA) and School Test Coordinator (STC) must initial the "Sign Out" and "Sign In" Columns when the TA receives and returns test booklets on testing day.

When the materials are packaged for return, the STC and any other person who assists in the packaging must initial the "Packaged for Return" column. Provide an explanation in the comment section for any secure materials that were not received or were not returned to the contractor.

Secure materials received from DTCs: Use the area below to record security numbers of additional secure materials received from the DTC.

Secure Test Materials:

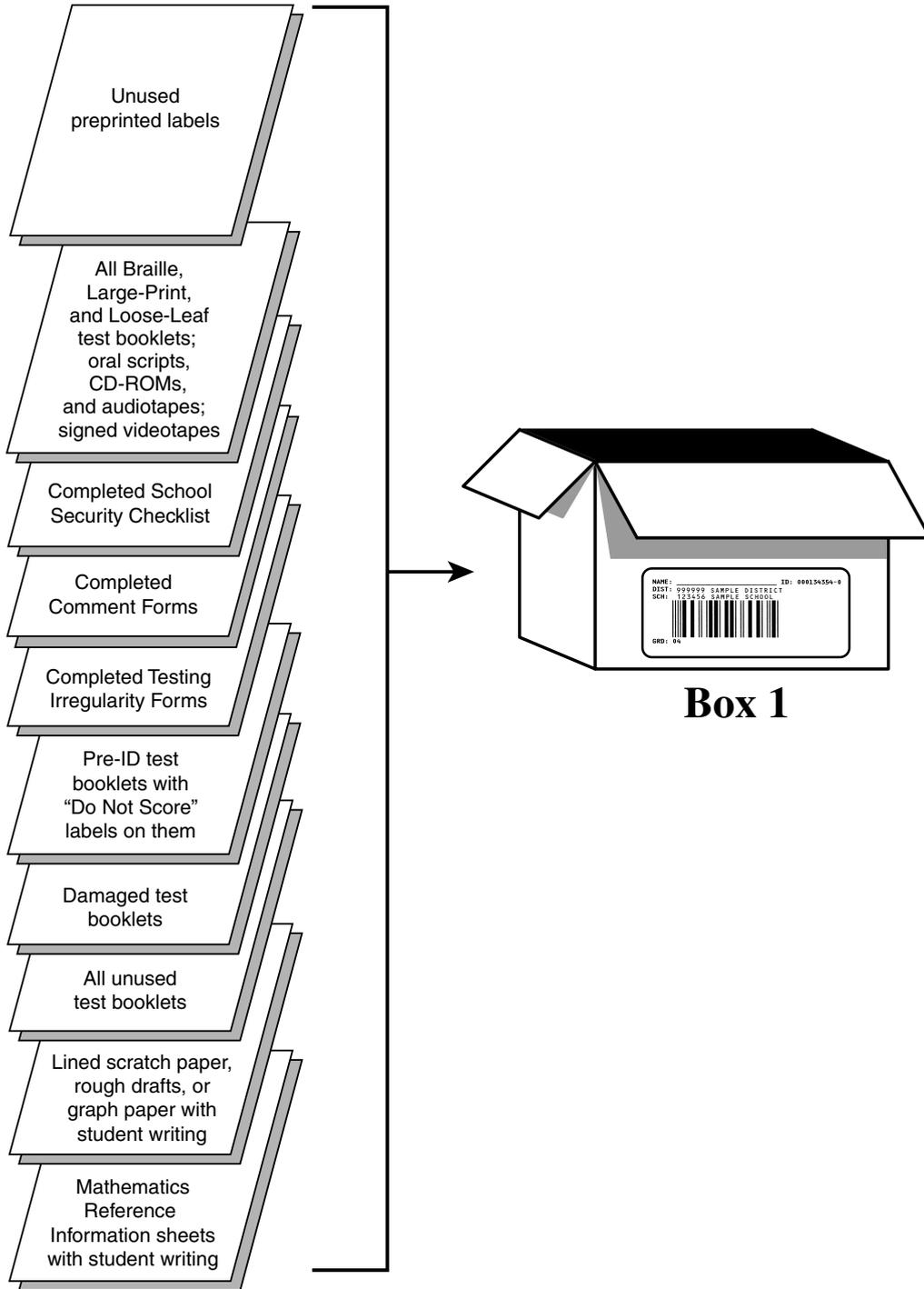
Security Number	TA's Last Name	Sign Out		Sign In		Packaged for Return	
		TA Initials	STC Initials	TA Initials	STC Initials	STC Initials	Other Initials
2720036	Thornton	KT	BD	KT	BD	BD	
2720037							
2720038							
2720039							
2720040							
2720041							
2720042	↓						
2720043	Thornton	KT	BD	KT	BD	BD	

7. In the area marked "Sch: Box _ of _" on each label, write the number of boxes being returned. For example, a shipment of two boxes would be labeled "Box 1 of 2" and "Box 2 of 2."
8. Return all boxes to your DTC.

Shipment 2

Secure Nonscorable Returns

Box 1



TEST ADMINISTRATOR'S SECTION

BEFORE TESTING

Test Security Agreements

The *Agreement to Maintain Test Security and Confidentiality* forms are in Appendix E of this manual. All test administrators, monitors, and any others who may have access to HSAP test materials (with the exception of the students who are taking the test) or to the location in which the materials are securely stored must sign a test security agreement form before they are given access.

There are two versions of the security agreements. The first version is for DTCs, STCs, and TAs to read and sign. The second version is for all other people who have access to secure materials to read and sign. Sufficient copies of the *Agreement to Maintain Test Security and Confidentiality* form should be made and distributed to all appropriate personnel for their signatures.

Anyone who has access to secure testing materials is required to follow the security procedures and take the necessary precautions to ensure test security at all times. The STC must return the signed agreements to the DTC after testing.

Preidentified (Pre-ID) Test Materials

Although you will receive preprinted Pre-ID test booklets or Pre-ID labels for most students, you may need to hand code some demographic information onto the test booklets if the information was not supplied or incorrect in your district Precode submission. Detailed information on HSAP demographic codes is in Appendix A.

Your school shipment of test materials will include a Pre-ID Student Roster that you can use to check the accuracy and completeness of the student demographic information printed on the Pre-ID test booklets or Pre-ID labels. The Pre-ID Student Roster lists demographic data from the SASI Precode file for all students with Pre-ID test booklets or labels. (A sample format of the Pre-ID roster is on the next page.)

If any student's information is **missing** from the Pre-ID test booklet or label, hand code that information in the appropriate areas on the front and inside covers of the student's Pre-ID test booklet.

Note that preprinted Pre-ID information will override any hand-coded information. For this reason, you will need to use new blank test booklets for any student whose Pre-ID information is incorrect.

If the Pre-ID information is incorrect for a student who is taking only **one test**:

Apply a DO NOT SCORE label to the Pre-ID test booklet and return it with the nonscorable materials. Then hand code all demographic information for the student onto a new blank test booklet.

Pre-ID Student Roster

BEDS Code:
District:
School:
Section#:

Page:

PRE-ID NUMBER	STUDENT NAME	STUDENT ID No.	ETHNICITY	DATE OF BIRTH	GENDER:	GRADE: 504	MIGRANT	ALT. SCHOOL	LANGUAGE**	IEP													
										NONE	SP	H	V	OR	ED	LD	EM	TM	AJ	MEALS**	GP		

KEY: Ethnicity 1 = African American 7 = White **ESL: 1 = Pre-functional 8 = English Speaker I ***Meals: 1 = No G: 1 = No
 2 = African American/American Indian 8 = White/African American 2 = Beginner 9 = English Speaker II 2 = Free 2 = Academic
 3 = American Indian 9 = White/American Indian 3 = Intermediate A = Pre-functional Waiver 3 = Reduced 3 = Artistic
 4 = Asian 10 = White/Asian 4 = Advanced B = Beginner Waiver 4 = Both
 5 = Hawaiian/Pacific Islander 11 = Other 5 = Full English Proficient C = Intermediate Waiver
 6 = Hispanic 7 = Title III Exited D = Advanced Waiver

Sequence:

Test Administrator

If the Pre-ID information is incorrect for a student who is taking **both tests**:

Apply **DO NOT SCORE** labels to both Pre-ID test booklets and return them with the nonscorable materials. Then hand code all demographic information for the student onto a new blank test booklet for ELA and onto a new blank test booklet for mathematics. Apply linking labels to both test booklets.

Linking labels are used to match the student’s ELA and mathematics test booklets during the scoring process. Sheets of linking labels and instructions for applying them will be provided in your school shipment of test materials. Each sheet will contain four pairs of side-by-side labels with the same bar code number for each pair. One label in the pair will be identified for use with ELA, and the other label in the pair will be identified for use for mathematics.

Always use linking labels with matching bar code numbers for students who are using a blank test booklet for **both** ELA and mathematics. If you return test booklets for these students without correct linking labels, test results for each student will be reported twice. These double results will appear on the district and school data files and on the reports that show student results for both subjects.

(In some cases a student will receive a Pre-ID test booklet for only one subject, even though he or she is taking both tests. When this happens, **do not** use linking labels on the student’s test booklets. Check all information on the hand-coded test booklet against the Pre-ID roster to ensure that the hand-coded test booklet can be matched to the Pre-ID test booklet.)

Students Who Have Not Been Pre-identified

If there is no pre-ID test booklet or label for a student, you must use a linking label and grid the student's demographic information by hand. (If the student is taking only one subject, grid the student's demographic information by hand on a blank test booklet.) You will receive sheets of linking labels with two matching side-by-side labels that contain the same unique barcode numbers. One label will be identified for ELA and the other will be identified for mathematics. It is **extremely** important that you use the correct unique barcode number labels for each student's ELA and mathematics test booklets.

These labels will be used to match the ELA and mathematics test booklets used by each student. If the linking labels do not match for an individual student, the district will not receive correct scores for that student.

DURING TESTING

Administering the Test

A trained TA must be in the room **at all times** when secure test materials are not in locked storage. **Do not leave the testing room unattended.** If you must leave the room, **another trained TA** must take your place before you leave. A monitor may not be left alone with the students in the testing room.

It is important to follow these precautions during testing:

- Notify students that they may not bring into the testing location any electronic or other device that can be used for communications, timing, or imaging. These devices include but are not limited to cell phones, pagers, beepers, headphones, stop watches, electronic translators, hand-held devices, PDAs, or any electronic imaging or photographic device.
- Do not allow students to use extra paper during the test.
- **Do not pronounce words in test questions or read any parts of the test questions aloud or to yourself. You may answer students' questions about the test directions.**
- Do not allow students to use pens, crayons, markers, or colored pencils to respond to test questions.
- Do not use correction fluid on the test booklets.
- Do not use paper clips, tape, staples, or glue on the test booklets.
- Do not attach removable “sticky” notes to the test booklets.
- Do not allow students to use highlighters to highlight text in the test booklets. Students may use number two pencils to underline text in the test booklets.
- Do not allow students to make marks near the bubbles or the dark marks (the timing marks) along the margins of the pages of their test booklets.

Handling Disruptions During Testing

If a disruption occurs during testing—for example, a student becomes ill or a fire alarm sounds—please handle the situation appropriately, **always maintaining the security of the test materials.** Then document the situation fully on the Testing Irregularity Form in Appendix E. Note what action you took to resolve the situation and the time students were able to continue with testing after the situation returned to normal. Return this form to the STC with your test materials.

If a student is suspected of cheating, take appropriate action to stop the behavior by following district policy. **Immediately** notify the STC and document the circumstances on the Testing Irregularity Form. These cases will be handled at the school or district level, depending on your district's procedures.

Any student who must leave during testing for any reason (e.g., illness, personal emergency) must be scheduled for make-up testing. Be sure to add the student's name to your Student Make-Up Roster and label all test materials the student was using with the student's name.

During make-up testing, students may not work on any areas of the test that they have already taken.

If you must evacuate the testing room or the building, collect test materials from students as they leave the testing room (as long as doing so does not compromise your safety or that of the students).

Identifying Students Who Need Make-Up Testing

TAs must complete the Student Make-Up Roster in Appendix E for all students who are absent.

AFTER TESTING

IMPORTANT REMINDERS:

1. **Customized Materials:** See Appendix C for packaging and return instructions for customized tests.
2. **Home School Materials:** Follow the guidelines below for returning materials for home school students unless customized materials were used. If home school students were tested using customized formats, follow the return procedures in Appendix C.

Completing the Class Sheet

If your school chooses to use Class Sheets, you will place completed sheets on top of the stack of scorable test booklets for each class. Directions for completing the Class Sheet are on the back of the form. The TA must sign the Class Sheet.

The use of Class Sheets is **optional by school**. If used, a Class Sheet must be submitted for any group of test booklets for which your school wants a separate class-level roster of test scores. Place the completed Class Sheets on top of the appropriate class group and band by class group. If Class Sheets are not used, the test booklets should be put in groups that are manageable to handle.

Returning Test Materials to the STC

1. Place a paper band (optional) around the completed stack of test booklets with the Class Sheet, if applicable, on top of the booklets and under the paper band. **Check to make sure that ELA and mathematics booklets are not mixed in a class set.**
2. If a student wrote constructed or extended responses on separate sheets of paper instead of in the test booklet, prepare the materials for return as instructed in Appendix C. Include these materials with the regular scorable test booklets.
3. Account for and return all the test materials that you received from your STC for testing. Sign in your test materials to the STC by initialing the School Security Checklist, as shown on page 34.
4. If any secure materials you received for testing are missing, report this immediately to your STC. Document the situation completely on the Testing Irregularity Form and submit the documentation to the STC.
5. Give your STC the completed Student Make-Up Roster.
6. If you have any comments or suggestions, please complete the Comment Sheet on the last page of Appendix E in this manual and return it to your STC with your test materials.
7. Return your materials to the STC immediately after testing.

School Security Checklist

SOUTH CAROLINA HIGH SCHOOL ASSESSMENT PROGRAM

SCHOOL SECURITY CHECKLIST

Name of School: _____

Name of STC: _____

The Test Administrator (TA) and School Test Coordinator (STC) must initial the "Sign Out" and "Sign In" Columns when the TA receives and returns test booklets on testing day.

When the materials are packaged for return, the STC and any other person who assists in the packaging must initial the "Packaged for Return" column. Provide an explanation in the comment section for any secure materials that were not received or were not returned to the contractor.

Secure materials received from DTCs: Use the area below to record security numbers of additional secure materials received from the DTC.

Secure Test Materials:

Security Number	TA's Last Name	Sign Out		Sign In		Packaged for Return	
		TA Initials	STC Initials	TA Initials	STC Initials	STC Initials	Other Initials
2720036	Thornton	KT	BD				
2720037							
2720038							
2720039							
2720040							
2720041							
2720042							
2720043	Thornton	KT	BD				

Test Administrator

Conducting Make-Up Testing

Your STC will notify you if you are to conduct make-up testing.

1. Sign out make-up materials by using the same procedures specified for regular testing.
2. Administer make-up tests.
 - For students who partially completed the test during the regular testing session, redistribute the students' original test booklets, making sure that the students' names and demographic codes are completed correctly.
 - Distribute new test booklets to students who did not test at all during the regular testing session.
3. Grid the "Make-Up" bubble on students' test booklets for each session the students make up.
4. Account for, return, and sign in all test materials to the STC following the completion of make-up testing.

Resolving Questions

Should you need further assistance or have questions regarding testing, please contact your STC.

ADMINISTRATION DIRECTIONS

ELA Session 1 Administration Directions

Use these directions to administer Session 1 (Day 1) of the English language arts test. **Read aloud what is printed within the shaded “SAY” boxes.** Do not read aloud what is printed outside the shaded boxes.

Remember to complete the Student Make-Up Roster with the names of any students who will need to attend a make-up session.

Write your school’s name, your district’s name, and your name on the board, or post this information where students can easily read it.

Begin reading aloud the script below.

Note for braille or other accommodated response option administrations: Because students may vary in their response mode, adjust the wording for response directions as needed.

SAY:

During this test, you may not have any electronic or other device with you that can be used for communications, timing, or imaging. These devices include but are not limited to cell phones, pagers, beepers, headphones, stop watches, electronic translators, hand-held devices, PDAs, or any electronic imaging or photographic device. At this time, please raise your hand if you have any of these devices.

Collect all electronic and other devices for return at the end of the test session.

SAY:

Today you will be taking the first session of the South Carolina High School Assessment Program English language arts test. It is important that you do your best on the test.

You may not talk during the test. If you have any questions about the directions while you are working, raise your hand.

When you have finished the test, sit quietly and wait for me to collect your test materials.

Pause.

SAY:

I will now give a test booklet to each of you. When you get your test booklet, do not open it until I instruct you to do so. Do NOT exchange test booklets with any students.

Distribute a test booklet to each student. Make sure to give the correct booklet to the proper student. **Do not give a student a test booklet that has another student’s name printed on the test booklet or on a label affixed to the test booklet.**



I will now give a sheet of lined scratch paper to each of you. Do not do anything with the paper at this time.

Distribute a sheet of lined scratch paper to each student.



You may use only number two pencils for this test. Do NOT use highlighters or pens to write your answers. If you need another pencil during the test, please raise your hand and I will give you one.

Hand out pencils as necessary. Refer to a test booklet as you give directions.



Write your name at the top of the lined scratch paper.

Pause to allow students to write their names.

Read the instructions below that apply to your school.

1. Gridding the student's name provides a secondary method for identifying a test booklet as belonging to a particular student. Check with your STC to see whether this information must be hand-coded on a pre-ID test booklet.



Look on the front cover of your test booklet. In the area for your name, print your last name, then first name and middle initial in the boxes provided. Print one letter per box. Then grid the bubbles beneath that correspond to the letters.

OR

2. If not gridding the student's name as a second check,



Look on the front cover of your test booklet. In the area where your name is printed, verify that your name is there. If you have the wrong test booklet, please raise your hand.

Assist any student who has the incorrect test booklet by giving him or her the proper booklet or by hand-coding the correct information onto a blank test booklet.

If a student does not have a test booklet with his or her name on it, help the student print his or her name in the boxes and then have the student darken the corresponding bubbles beneath the boxes.



In the areas marked Teacher Name, School Name, and District name, fill in the correct information in the space provided as I have written here (*point to where you wrote the information*).

Pause while students fill in the information.



In the Attempt field, fill in the bubble for “1” if this is the first time you are taking the HSAP test. If this is the second time you are taking the HSAP test, fill in the bubble for “2.” If this is the third time you are taking the HSAP test, fill in the bubble for “3.” If this is the fourth time you are taking the test, fill in the bubble for “4.” If you have taken the test more than four times, fill in the bubble for “5 or more.”

Pause while students fill in the information.

If a student took any HSAP test in a previous administration, it counts as an attempt.



Please look at the directions on the front of your test booklet for marking your answers to the multiple-choice questions.

Pause.

Before you administer the test, be sure that ALL students have the correct test booklet and that they have completed the identifying information requested on the test booklets.

Note for customized booklets: The customized test booklet directions may not begin on the same page as the Form A directions. Before reading the following “SAY” box, find the first page of the directions in the students’ test booklets. Then, substitute that page number when reading the following directions to the students.

Note for signed administration: Begin the videotape here. The following directions, as well as the test content, will be signed to the student.



Open your test booklet to page 3 and follow along as I read the printed directions to you.

Pause to allow students to open their test booklets.



Directions

This test is divided into two sessions: 1 and 2. You will take Session 1 today and Session 2 tomorrow. Today’s session contains one extended-response question asking you to write a composition, followed by reading selections with multiple-choice questions.

Write your composition and mark your answers to the multiple-choice questions directly in your test booklet. Use only a number two pencil to write your composition and mark your answer choices.

Writing Prompt

- Read the prompt carefully before you begin to write.
- Use a dictionary and thesaurus to write your composition.
- Be sure your composition addresses all parts of the prompt.
- Refer to the checklist below the prompt with the features of good writing.
- Do your pre-writing on the separate, lined scratch paper provided—your pre-writing WILL NOT be scored.
- Allow enough time to write your FINAL composition in the test booklet on the three lined pages marked “Writing” at the top.

Pause.



Any response or portion of a response that is crossed out (e.g., with a line or “X”) will not be scored.

Pause.



The term *pre-writing* refers to your rough draft.

Pause.



Turn the page. After you complete your composition, be sure that you answer the multiple-choice questions on pages 11–22.

Pause.



As you are working, do not make stray marks on the answer bubbles or in the page margins containing the black bars. You may write anywhere else in the test booklet.

Pause.

SAY:

Multiple-Choice Questions

- Try to answer each question, even if you are not sure of the answer.
- Darken completely only one bubble for your answer to each question.
- Erase completely the first answer you marked if you change an answer.

You are NOT allowed to use a dictionary or thesaurus during the multiple-choice section of the test.

When you have finished your work and checked your answers, you have completed Session 1. Turn to the inside front cover, and mark your stop time in the box labeled “Session 1 – Stop Time.”

Then raise your hand and your test booklet will be collected.

Pause.

SAY:

Are there any questions?

Pause to answer any questions.

SAY:

This test is not timed. Answer as many questions as you can, and do your best work. There is no penalty for guessing.

Pause.

SAY:

During the test, I can answer questions about the directions, but not about the test questions. Are there any questions before we begin?

Pause to answer any questions.

Note for oral administration: If you are using an oral administration script, Form A CD-ROM or Form C Braille audiotape, please begin reading the script or playing the CD-ROM or audiotape now.

SAY:

Turn to the inside front cover of your test booklet, find the box labeled **SESSION 1 START TIME**, and record the time. It is now _____ (say the time closest to the quarter hour listed on the page).

Turn to page 4. You may begin working now.

ATTENTION:

Note that “**WRITING**” is printed at the top of the pages designated for the composition. “**SESSION 1**” is printed at the top of the pages with today’s multiple-choice questions.

Students may use a dictionary or thesaurus **ONLY** while writing their compositions, **NOT** while answering the multiple-choice questions.

You and the monitor must walk around the room throughout the test. This is to ensure that students do not use a dictionary or thesaurus for the multiple-choice questions and they do not continue to Session 2.

Make sure that students are working on the pages marked “Writing” at the top when they are using the lined scratch paper, dictionary, or thesaurus to write their compositions.

BREAK

If your school policy allows you to give the students a short break during testing, read the following directions.

SAY:

Please stop. Put down your pencil and close your test booklet. We are going to take a short break. You may stand up by your desk and stretch your arms and legs. You may NOT TALK.

During the break, you may allow students to go to the restroom, provided that **NO TALKING** is permitted and a monitor accompanies students into the restroom. **DO NOT** leave the test materials unattended.

After sufficient time has passed (10 or 15 minutes):

SAY:

Please sit down and finish the test. Open your test booklet and begin working where you stopped before the break.

When you have finished, and have checked your work and recorded your stop time, raise your hand and I will collect your test booklet.

Some students forget that several multiple-choice items follow the extended-response writing time. Before each student turns in his or her test booklet for ELA Session 1,

SAY:

Have you completed your written composition and all of the multiple-choice questions in the Session One section of your ELA test booklet?

If the student responds, “No,” allow the student to finish answering the test questions only in the Session One section of the ELA test booklet. **DO NOT** open the student’s test booklet to check it yourself.

If the student answers, “Yes,” collect the student’s test materials, including the lined scratch paper (rough draft).

As each student finishes the test, collect the student’s test materials, including the lined scratch paper (rough draft).

Separate the lined scratch paper from the test booklet. Lined scratch paper and test booklets will be returned in separate shipments.

Make sure that the student has coded the “Stop Time” in the test booklet for Session 1.

Students who have finished may read (only materials **other than** textbooks for the subject being tested) or may leave (if provisions have been made). Be sure that you account for and return **ALL** test materials to the STC immediately after testing.

ELA Session 2 Administration Directions

Use these directions to administer Session 2 (Day 2) of the English language arts test. **Read aloud what is printed within the shaded “SAY” boxes.** Do not read aloud what is printed outside the boxes.

Before testing begins, take attendance and fill in the Student Make-Up Roster with the names of any students who will need to attend a make-up session.

When instructed, distribute a test booklet to each student whose name appears on the booklet. **It is very important that students receive the correct test booklets.**

If a student has not taken the Session 1 portion of ELA, refer to Appendix A of this manual for instructions on completing the student demographic information, if necessary.

Begin reading aloud the script below.

Note for braille and other accommodated response option administrations: Because students may vary in their response mode, adjust the wording for response directions as needed.

SAY:

During this test, you may not have any electronic or other device with you that can be used for communications, timing, or imaging. These devices include but are not limited to cell phones, pagers, beepers, headphones, stop watches, electronic translators, hand-held devices, PDAs, or any electronic imaging or photographic device. At this time, please raise your hand if you have any of these devices.

Collect all electronic and other devices for return at the end of the test session.

SAY:

Today you will be taking Session 2 of the South Carolina High School Assessment Program English language arts test. It is important that you do your best on the test. You may not go back to Session 1 today.

You may not talk during the test. If you have any questions about the directions while you are working, raise your hand.

When you have finished the test, sit quietly and wait for me to collect your test materials.

Pause.

SAY:

I will now give a test booklet to each of you. When you get your test booklet, leave it on your desk. Do not open it until I instruct you to do so. Do not exchange test booklets with any students.

Distribute a test booklet to each student. Make sure to give each student the correct booklet with his or her name on it.



Verify that you received the correct test booklet by checking to see that your name is on the front of the booklet.

Make sure that each student has received the correct test booklet.

Note for customized booklets: The customized test booklet directions may not begin on the same page as the Form A test directions. Before reading the following “SAY” box, find the first page of the directions in the students’ test booklets. Then, substitute that page number when reading the following directions to the students.

Note for signed administration: Begin the videotape here. The directions below, as well as the test content, will be signed to the student.



Open your test booklets to Session 2, page 24, and follow along as I read the printed directions to you.

Pause to allow students to open their test booklets.



Directions

You will take Session 2 today. Today’s session contains multiple-choice questions and reading selections with constructed-response questions that require you to write your answers. You MAY NOT use a dictionary or thesaurus today.

Use only a number two pencil to mark or write your answers in the test booklet.

Multiple-Choice Questions

- **Try to answer each question, even if you are not sure of the answer.**
- **Darken completely only one bubble for your answer to each question.**
- **Erase completely the first answer you marked if you change an answer.**

Constructed-Response Questions

- **Write your response to each question on the lines below the question.**
- **Use only the lines provided for your response.**
- **Do not write beyond the lines or in the margins.**
- **Continue with the test after you have finished each response.**

When you have finished your work and checked your answers, you have completed Session 2. Turn to the inside front cover, and mark your stop time in the box labeled “Session 2 – Stop Time.”

Then turn to the Student Questionnaire at the back of your test booklet, and use your number two pencil to mark your answers.

Pause.



When you have completed the Student Questionnaire, raise your hand and your booklet will be collected.

Are there any questions?

Pause to answer any questions.



Any response or portion of a response that is crossed out (e.g., with a line or “X”) will not be scored.

Pause.



The test is not timed. Answer as many questions as you can. Do your best work. There is no penalty for guessing. You may not go back to Session 1 for any reason.

Pause.



During the test, I can answer questions about the directions but not about the test questions. Are there any questions before we begin?

Note for oral administration: If you are using an oral administration script, Form A CD-ROM or Form C Braille audiotape, please begin reading the script or playing the CD-ROM or audiotape now.



Turn to the inside front cover of your test booklet, find the box labeled “SESSION 2 START TIME,” and record the time. It is now _____ (say the time closest to the quarter-hour listed on the page).

You may begin working now.

ATTENTION:

Note that “SESSION 2” is printed at the top of the pages designated for today’s testing. Students may not use a dictionary or thesaurus to answer any of the questions in Session 2.

You and the monitor must walk around the room throughout the test. This is to ensure that students do not use a dictionary or thesaurus and that they do not go back to previous work in Session 1.

BREAK

If your school policy allows you to give the students a short break during testing, read the following directions.

SAY:

Please stop. Put down your pencil and close your test booklet. We are going to take a short break. You may stand up by your desk and stretch your arms and legs. You may NOT TALK.

During the break, you may allow students to go to the restroom, provided that NO TALKING is permitted and a monitor accompanies students into the restroom. DO NOT leave the test materials unattended.

After sufficient time has passed (10–15 minutes):

SAY:

Please sit down. Let’s finish the test. Open your test booklet and begin working where you left off. When you have finished and checked your work, record your stop time and complete the Student Questionnaire. Then raise your hand and I will collect your testing materials.

When a student finishes answering the Student Questionnaire, the student must turn in the test booklet to you.

Some students skip test questions unintentionally. Before each student turns in his or her test booklet for ELA Session 2,

SAY:

Have you completed all of the multiple-choice questions and the two constructed-response questions that require you to write your answer in the Session 2 section of your ELA booklet?

If the student responds, “No,” allow the student to complete only the test questions in the Session 2 section of the ELA test booklet. DO NOT allow the student to go back to the Session 1 section of the ELA test on the second day. DO NOT open the student’s test booklet to check it yourself.

If the student responds, “Yes,” collect the student’s test materials, including any scratch paper.

As each student finishes testing, collect the student’s test materials. Make sure that the student coded the “Stop Time” for Session 2 in the test booklet and completed the Student Questionnaire.

Students who have finished may read (only materials other than textbooks for the subject being tested) or may leave (if provisions have been made).

Check to see that all the student demographic information and questionnaires have been completed.

Complete the Comment Sheet (optional), return **ALL** testing materials to the STC, and initial the School Security Checklist. **Do not keep any materials.**

Be sure to give the STC the completed Student Make-Up Roster. List any student who will need make-up testing, including

- students who were not present for testing and
- students who were dismissed during testing but before completing the test.

The STC will schedule and notify these students for make-up testing.

Mathematics Administration Directions

Use these directions to administer the mathematics test. **Read aloud what is printed within the shaded “SAY” boxes.** Do not read aloud what is printed outside the boxes.

Before testing begins, take attendance and complete the Student Make-Up Roster with the names of any students who will need to attend a make-up session. Then write your district’s name, your school’s name, and your name on the board, or post this information where students can easily read it.

Distribute the mathematics test booklets, mathematics Reference Information sheets, and graph paper when indicated in the instructions below. Students may use calculators when taking this test; however, the test questions were written so that a calculator is not necessary. If the school is providing calculators, distribute the calculators when instructed. If students brought their own calculators, make sure that the calculator memories are cleared. (Refer to the calculator use policy in this manual beginning on page 12.) Check with your STC if you have questions on resetting calculators.

Begin reading aloud the script that follows.

Note for braille or other accommodated response option administrations: Because students may vary in their response mode, adjust the wording for response directions as needed.

SAY:

During this test, you may not have any electronic or other device with you that can be used for communications, timing, or imaging. These devices include but are not limited to cell phones, pagers, beepers, headphones, stop watches, electronic translators, hand-held devices, PDAs, or any electronic imaging or photographic device. At this time, please raise your hand if you have any of these devices.

Collect all electronic and other devices for return at the end of the test session.

SAY:

Today you will be taking the South Carolina High School Assessment Program mathematics test. It is important that you do your best.

You may not talk during the test. If you have any questions about the directions while you are working, raise your hand. When you have finished the test, sit quietly and wait for me to collect your test materials.

Pause.



I will now give a test booklet to each of you. When you get your test booklet, do not open it until I instruct you to do so. Do not exchange test booklets with any students.

Distribute a test booklet to each student. Make sure to give each student the correct test booklet with his or her name on it.



I will now give one mathematics Reference Information sheet and one sheet of graph paper to each of you.

Distribute a mathematics Reference Information sheet and one sheet of graph paper to each student. If you choose to have students write their names on the Reference Information sheet and graph paper, you may instruct them to do so at this time.

If the school is providing calculators, distribute the calculators at this time. If students bring their own calculators, **make sure that the memories are cleared before and after each student's use.**



You may use only number two pencils for this test. Do NOT use pens or ink to mark your answers. If you need another pencil during the test, please raise your hand and I will give you one.

Hand out pencils as necessary. Refer to a test booklet as you give directions.

Read the instructions below that apply to your school.

1. Gridding the student's name provides a secondary method for identifying a test booklet as belonging to a particular student. Check with your STC to see whether this information must be hand-coded on a pre-ID test booklet.



Look on the front cover of your test booklet. In the area for your name, print your last name, then first name and middle initial, in the boxes provided. Print one letter per box and then grid the corresponding bubble below.

OR

2. If not gridding the student's name as a second check, use these instructions:



Look on the front cover of your test booklet. In the area where your name is printed, verify that your name is there. If you have the wrong test booklet, please raise your hand.

Assist any student with the incorrect test booklet by giving him or her the proper booklet or by hand-coding the correct information onto a blank test booklet.

If you have a student who does not have a test booklet with his or her name on it, help the student print his or her name in the boxes and then have the student darken the corresponding bubbles beneath the boxes.

SAY:

Please look at the directions on the front of your test booklet for marking your answers to the multiple-choice questions.

Pause.

SAY:

In the areas marked Teacher Name, School Name, and District Name, print the correct information in the space provided as I have written here (*point to where you wrote the school name*).

Pause while students fill in information. Give help as needed.

SAY:

In the Attempt field, fill in the bubble for “1” if this is the first time you are taking the HSAP test. If this is the second time you are taking the HSAP test, fill in the bubble for “2.” If this is the third time you are taking the HSAP test, fill in the bubble for “3.” If this is the fourth time you are taking the HSAP test, fill in the bubble for “4.” If you have taken the HSAP test more than four times, fill in the bubble for “5 or more.”

Pause while students grid the information. If a student took either HSAP test in a previous administration, it counts as an attempt.

SAY:

Now read the mathematics and science classes listed at the bottom of your test booklet. If you have taken any course listed, darken the bubble for the grade you were in when you took it. Include courses you are currently taking. Do not grid a bubble for a course you have not taken.

Pause while students darken the bubbles. Give help as needed.

Wait until all students have finished.

Before you administer this test, be sure that all students have the correct pre-identified test booklet or that they have completed the identifying information requested in the test booklet.

Note for customized booklets: The customized test booklet directions may not begin on the same page as the Form A directions. Before reading the following “SAY” box, find the first page of the directions in students’ test booklets. Then, substitute that page number when reading the following direction to the students.

Note for signed administration: Begin the videotape here. These directions, as well as the test content, will be signed to the student.

SAY:

Open your test booklets to page 3 and follow along as I read the directions out loud.

Pause. Read out loud the following directions for administering the mathematics test:



Directions

This test has 65 questions: 62 multiple-choice questions and 3 constructed-response questions.

Do your scratch work for all of the questions in your test booklet or on the graph paper provided. Use only a number two pencil to mark or write your answers in the test booklet.

You may use the provided Reference Information sheet at any time during this test. This sheet contains formulas and other information that you may need.

Figures in this test are drawn as accurately as possible, except when the question states specifically that the figure is not drawn to scale.

You may use a calculator during any part of this test.

Multiple-Choice Questions (1–62)

- **Try to answer each question, even if you are not sure of the answer.**
- **Darken completely only one bubble for your answer to each question.**
- **Erase completely the first answer you marked if you change an answer.**

Constructed-Response Questions (63–65)

- **Read all parts of these questions carefully before you answer them.**
- **These questions require that you write your answers and show your work to support your answers.**
- **Be sure that your work clearly supports your answers, since there may be several ways to get an answer.**
- **You must show all of your work and answer all parts of the question appropriately to receive full credit.**
- **If you use a calculator, explain how you got your answer. Just stating that you used a calculator is not an acceptable explanation.**
- **Write legibly and dark enough so that your responses can be read and scored.**
- **Use labels, titles, keys, and measurement units when needed.**
- **Check your work for completeness and accuracy.**

Pause. If students ask whether they must show their work for the multiple-choice questions, you may explain that they have to show their work only when indicated for questions 63–65, the constructed-response questions.

SAY:

The test is not timed. Answer as many questions as you can, and do your best work. There is no penalty for guessing.

Pause.

SAY:

When you have finished your work and checked your answers, you have completed the mathematics test. Close your booklet, turn to the inside front cover of your test booklet, and mark your stop time in the box labeled “Stop Time.”

After you record your STOP TIME, respond to the Student Questionnaire located at the end of your test booklet. Use a number two pencil to darken the bubble next to each of your answer choices.

When you have completed the Student Questionnaire, raise your hand. Your booklet, graph paper, and Reference Information sheet will be collected.

During the test, I can answer questions about the directions but not about the test questions. Are there any questions?

Note for oral administration: If you are using an oral administration script, Form A CD-ROM or Form C audiotape, please begin reading the script or playing the CD-ROM or audiotape now.

SAY:

Turn to the inside front cover of your test booklet, find the box labeled **START TIME**, and record the time. It is now _____ (*say the time closest to the quarter hour listed in the test booklet*).

You may begin working now.

Circulate among the students to make certain that they are marking their answers in the appropriate location in their test booklets.

BREAK

If your school policy allows you to give the students a short break during testing, read the following directions.

SAY:

Please stop. Put down your pencil and close your test booklet. We are going to take a short break. You may stand up by your desk and stretch your arms and legs. You may NOT TALK.

During the break, you may allow students to go to the restroom, provided that NO TALKING is permitted and a monitor accompanies students into the restroom. DO NOT leave the test materials unattended.

After sufficient time has passed (10–15 minutes):

SAY:

Please sit down. Let’s finish the test. Open your test booklet and begin working where you stopped before the break. When you have finished, go back and check your work and complete the Student Questionnaire. Then raise your hand and I will collect your test materials.

Some students skip test questions unintentionally. Before each student turns in his or her mathematics test booklet,

SAY:

Have you completed all of the multiple-choice questions as well as the three constructed-response questions that require you to show your work or explain your answer?

If the student responds, “No,” allow the student to complete the mathematics test. DO NOT open the student’s test booklet to check it for yourself.

If the student responds, “Yes,” collect the student’s test materials, including the graph paper and Reference Information sheet.

As each student finishes testing, collect the student’s test materials, including the graph paper and Reference Information sheet. Make sure that the student coded the “Stop Time” in the test booklet and completed the Student Questionnaire.

Allow students who have finished to read (only materials **other than** textbooks for the subject being tested) or to leave (if provisions have been made).

Complete the Comment Sheet (optional), return **all** testing materials to the STC, and initial the School Security Checklist. **Do not keep any materials.**

Be sure to provide the STC with the completed Student Make-Up Roster. List the following students who will need make-up testing:

- students who were not present for testing and
- students who were dismissed during testing before completing the test.

The STC will schedule and notify these students for make-up testing.

Appendix A Coding of Demographic Information

The fields below, except for the student name, should be printed and gridded as indicated on the front cover of all regular and customized student test booklets for both ELA and mathematics.

- **Student Name** – (Some districts may choose to have students print and grid their names for pre-identified documents as a second check for easily identifying a test booklet as belonging to a particular student.) Print and grid legal names and not nicknames.
- **Teacher Name** – Print the teacher’s name in the box provided.
- **School Name** – Print the name of the school in the box provided.
- **District Name** – Print the name of the district in the box provided.
- **Attempt** – Grid “1” for first attempt, “2” for second attempt, “3” for third attempt, “4” for fourth attempt, or “5” for five or more attempts. If a student took either HSAP test in a previous administration, it counts as an attempt.
- **Mathematics and Science classes taken (for Mathematics Only)** – Grid the applicable course (or courses) and the year each was taken.

The fields below could not be **precoded** on the test booklets. Please mark all conditions that apply for the student for these fields on the inside front cover of the test booklet.

- **Accommodations** – Grid all accommodations that the student received during testing. Appendix C lists descriptions of accommodations.
- **Modifications (for ELA Only)** – Grid all modifications that the student received during testing. Appendix C lists descriptions of modifications.
- **Special Request Code (If Applicable)** – Grid the number given to you by Courtney Johnson Foster of the Special Education Unit at SDE for any special requests for accommodations or modifications that have been approved by SDE. See Appendix C for further information.
- **Make-up** – Grid if the test was administered as a make-up test. Note that the ELA booklet contains separate make-up bubbles for Session 1 and Session 2.

Check your student roster to ensure that the student information in the fields below was provided correctly through your district’s Precode submission. If it was not provided or is incorrect, you should grid the information for these fields on the test booklets. You must also grid all information on **blank** and **non-precoded** test booklets that are used for student testing.

- **Birth Date**
- **Ethnicity** – Select only one. See the table on page A-2 for a list of descriptions.

African American—The student has origins in any of the original racial groups of Africa (not of Hispanic origin).

African American/American Indian—The student has origins that reflect both African American and American Indian heritage.

American Indian—The student has origins in any of the original peoples of North and South America (including Central America) and maintains cultural identification through affiliation or community recognition.

Asian—The student has origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Hawaiian-Pacific Islander—The student has origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Hispanic—The student is a person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.

White—The student has origins in any of the original peoples of Europe, North Africa, or the Middle East (not of Hispanic origin).

White/African American—The student has origins that reflect both White and African American heritage.

White/American Indian—The student has origins that reflect both White and American Indian heritage.

White/Asian—The student has origins that reflect both White and Asian heritage.

Other—The student has origins that are different from those listed above.

- **Student SASI ID Number** – Begin writing the student’s SASI ID number in the first box on the left, and grid the corresponding bubbles.

- **Grade** – Grid the student’s current grade.

- **Gender**

Male = The student is male.

Female = The student is female.

- **IEP (Precoded Classifications)** – Grid “None,” or bubble one or more of the following codes, as indicated by the student’s individualized education program (IEP).

None = Not officially recorded as disabled

AU = Autism

DB = Deaf-Blindness

ED = Emotionally Disabled

EM = Educable Mentally Disabled

H = Hearing Impaired

LD = Learning Disability

M = Multiple-Disabled

OHI = Other Health Impaired

IEP (Precoded Classifications) continued

OI	=	Orthopedically Impaired
PMD	=	Profoundly Mentally Disabled
SP	=	Speech or Language Impaired
TBI	=	Traumatic Brain Injury
TM	=	Trainable Mentally Disabled
V	=	Visually Impaired

• **504 (504 Accommodation Plan)**

No	=	The student does not have a 504 Accommodation Plan.
Yes	=	The student has a 504 Accommodation Plan.

• **AI Sch (Alternative School Program)**

No	=	The student is not in an alternative school program.
Yes	=	The student is or has been enrolled during the current school year in a program “designed to provide appropriate services to students who for behavioral or academic reasons are not benefiting from a regular school program or may be interfering with the learning of others.” (South Carolina Code of Laws, 1976 [as amended, 1990]; Chapter 63, Title 59, Article 13; § 59-63-1300)

• **Migrant**

No	=	The student is not a migratory student.
Yes	=	The student is a migratory student. A migratory student is a student who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher and who, in the preceding thirty-six months, to obtain temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another or 2) resides in a school district of more than 15,000 square miles and migrates a distance of twenty miles or more to a temporary residence to engage in a fishing activity.

• **M (Meals)**

No	=	The student is not eligible for free or reduced-price lunch status.
F	=	The student is eligible for free lunch status.
R	=	The student is eligible for reduced-price lunch status.

- **G (Gifted and Talented)**

Note: An AP program is not an academically/artistically gifted program.

No = The student does not participate in either the academically gifted and talented or artistically gifted and talented classes/programs offered in the district.

Academic = The student is served in any of the (district- or state-funded) academically gifted and talented classes/programs offered in the district.

Artistic = The student is served in any of the (district- or state-funded) artistically gifted and talented classes/programs offered in the district.

Both = The student is served in any of the (district- or state-funded) academically and artistically gifted and talented classes/programs offered in the district.

- **ESL (English as a second language)**

The ESL code in SASI for most limited English proficient (LEP) students is based on the student's composite test score on the English Language Development Assessment (ELDA). For LEP students who have never taken the ELDA, the ESL code is based on their performance on one of the three English language proficiency (ELP) tests used for initial ESOL placement (LAS, IPT, or WMLS).

Note: The ESL field in SASI for School Year 2007–2008 had two changes to **ESL 5** and **ESL 7**, as described below.

- (1) Last year's SASI **ESL Code 7 - Title III Exited** value has been divided into the following two values: **ESL Code 6 - Title III First Year Exited** and **ESL Code 7 - Title III Second + Year Exited**.
- (2) Last year's SASI **ESL Code 5 - Full English Proficient** value has been renamed **ESL Code 5 - Initially English Proficient**.

1 – Pre-functional

The student scored at Level 1 on one of the three ELP tests used for initial placement **or** the student scored at Level 1 (Pre-functional) on the ELDA. The student receives ESOL services. (The student is classified as **ESL 1** in SASI.)

2 – Beginner

The student scored at Level 2 on one of the three ELP tests used for initial placement **or** the student scored at Level 2 (Beginner) on the ELDA. The student receives ESOL services. (The student is classified as **ESL 2** in SASI.)

3 – Intermediate

The student scored at Level 3 on one of the three ELP tests used for initial placement **or** the student scored at Level 3 (Intermediate) on the ELDA. The student receives ESOL services. (The student is classified as **ESL 3** in SASI.)

4 – Advanced

The student scored at Level 4 on one of the three ELP tests used for initial placement **or** the student scored at Level 4 (Advanced) on the ELDA. The student receives ESOL services. (The student is classified as **ESL 4** in SASI.)

One of the four waiver codes below—ESL A, B, C, or D—should be used when a parent has not given approval for the student to be enrolled in the ESOL/LEP program. Students coded as ESL A, B, C, or D still qualify for LEP testing accommodations, and they must take ELDA just as other ESOL students do.

A – Pre-functional Waiver

The student scored at Level 1 on one of the three ELP tests used for initial placement **or** the student scored at Level 1 (Pre-functional) on the ELDA. The student does **not** receive ESOL services based on the parent’s waiver.

(The student is classified as **ESL A** in SASI.)

B – Beginner Waiver

The student scored at Level 2 on one of the three ELP tests used for initial placement **or** the student scored at Level 2 (Beginner) on the ELDA. The student does **not** receive ESOL services based on the parent’s waiver.

(The student is classified as **ESL B** in SASI.)

C – Intermediate Waiver

The student scored at Level 3 on one of the three ELP tests used for initial placement **or** the student scored at Level 3 (Beginner) on the ELDA. The student does **not** receive ESOL services based on the parent’s waiver.

(The student is classified as **ESL C** in SASI.)

D – Advanced Waiver

The student scored at Level 4 on one of the three ELP tests used for initial placement **or** the student scored at Level 4 (Advanced) on the ELDA. The student does **not** receive ESOL services based on the parent’s waiver.

(The student is classified as **ESL D** in SASI.)

5 – Initially English Proficient

The student scored at Level 5 (Fully English Proficient) on the ELDA at least **once** and receives some limited ESOL services from either an ESOL or mainstream teacher. (The student may not be English proficient at grade level.)

(The student is classified as **ESL 5** in SASI.)

6 – Title III First Year Exited

The student has scored at Level 5 (Fully English Proficient) on the ELDA two times consecutively. The student is “exited” from Title III ESOL services. The student continues to count as LEP for Title I AYP calculations. The student’s progress is still monitored.

(The student is classified as **ESL 6** in SASI.)

7 – Title III Second + Year Exited

The student is in the second year (or more) of Title III ESOL exited status and continues to count as LEP for Title I AYP calculations. The student’s progress is still monitored.

(The student is classified as **ESL 7** in SASI.)

Note: LEP students in ESL codes 1-7 and A-D may receive statewide LEP testing accommodations. Students in ESL codes 8 and 9 are **not** eligible for statewide LEP testing accommodations.

8 – English Speaker

The student is a former ESOL-eligible student who has scored either

- at proficient or above on the PACT ELA test **and** the PACT mathematics test, or
- at Level 2 or above on the HSAP ELA test **and** the HSAP mathematics test.

The student is **not** counted as LEP for Title I AYP calculations. The student does **not** receive LEP testing accommodations.

(The student is classified as ESL 8 in SASI.)

9 – English Speaker II

The student is a native English speaker and has never been coded as an ESOL/LEP student.

The student is **not** counted as LEP for Title I AYP calculations. The student does **not** receive LEP testing accommodations.

(The student is classified as ESL 9 in SASI.)

- **Student State ID**

The Student State ID number is a unique, statewide ten-digit number for each student assigned by the SCDE Office of Technology. Districts must download these numbers and input them into their SASI database. If this number does not appear for a student on the January 2008 or March 2008 precode file, each test booklet should be hand-coded with the Student State ID number.

In this appendix, you will find a sample of the following scannable forms:

- Class Sheet
- School Header Sheet
- Test booklet covers with student demographic information fields

DIRECTIONS FOR COMPLETING CLASS SHEET

The purpose of the optional Class Sheet is to ensure that the test results for each classroom or group are correctly identified by the appropriate teacher or test administrator.

TO BE COMPLETED BY THE TEACHER/TEST ADMINISTRATOR	
1. District Name	If your district name is not pre-printed, print it in the space provided.
2. School Name	If your school name is not pre-printed, print it in the space provided.
3. Teacher/Test Administrator's Name	Print and grid the teacher or test administrator's name.
4. BEDS Code	If your BEDS code is not pre-slugged (i.e., the bubbles are not pre-gridded), print and grid your BEDS code in the boxes provided.
5. Total Number of Test Booklets Returned for Scoring	Print and grid the total number of test booklets returned under this header.
6. Total Number of Test Booklets Returned for Scoring - ELA	Print the total number of ELA test booklets returned under this header.
7. Total Number of Test Booklets Returned for Scoring - Mathematics	Print the total number of Mathematics test booklets returned under this header.
8. TA Signature	Sign the completed form.
9. Date	Print the current date.



SCHOOL HEADER SHEET (REQUIRED)

Directions: Using a No. 2 pencil, complete this form and place it on top of the stack of all scorable materials being returned in this batch.

1. **DISTRICT NAME:** _____

2. **SCHOOL NAME:** _____

3. **SCHOOL TEST COORDINATOR'S NAME:** _____

4. **BEDS Code**

0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

5.

Graduation Express
(For Spring Only)

6. **Total Number of Class Sets Returned for Scoring**

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

7. **Total Number of Test Booklets Returned for Scoring**

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

8. **Total Number of ELA Test Booklets Returned for Scoring** _____ .

9. **Total Number of Mathematics Test Booklets Returned for Scoring** _____ .

10. **STC Signature:** _____

11. **Date:** _____

DIRECTIONS FOR COMPLETING SCHOOL HEADER SHEET

The School Header Sheet identifies the district and school for purposes of scoring and reporting.

TO BE COMPLETED BY THE SCHOOL TEST COORDINATOR	
1. District Name	If your district name is not pre-printed, print it in the space provided.
2. School Name	If your school name is not pre-printed, print it in the space provided.
3. School Test Coordinator Name	Print your name in the space provided.
4. BEDS Code	If your BEDS code is not pre-slugged (i.e., the bubbles are not pre-gridded), print and grid your BEDS code in the boxes provided.
5. Graduation Express (For Spring Only)	Grid this bubble only if all materials being returned in this batch are to be processed as Graduation Express.
6. Total Number of Class Sets Returned for Scoring	Print and grid the total number of class sets returned under this header.
7. Total Number of Test Booklets Returned for Scoring	Print and grid the total number of test booklets returned under this header.
8. Total Number of Test Booklets Returned for Scoring - ELA	Print the total number of ELA test booklets returned under this header.
9. Total Number of Test Booklets Returned for Scoring - Mathematics	Print the total number of Mathematics test booklets returned under this header.
10. STC Signature	Sign the completed form.
11. Date	Print the current date.

FOR ADMINISTRATORS ONLY: These fields could not be pre-coded. Please mark all conditions that apply for this student.

ELA IEP/504 Accommodations	
Mark all that apply.	
<input type="checkbox"/> Setting	
<input type="checkbox"/> Timing	
<input type="checkbox"/> Scheduling	
<input type="checkbox"/> Spelling	
<input type="checkbox"/> Supplemental Materials or devices	
<input type="checkbox"/> Presentation	
Response Options	
<input type="checkbox"/> Typed/separate paper	
<input type="checkbox"/> Other	

ELA ESL Accommodations	
Mark all that apply.	
<input type="checkbox"/> Bilingual dictionary	
<input type="checkbox"/> Directions translated	
<input type="checkbox"/> Individual/small group administration	
<input type="checkbox"/> Scheduling	
<input type="checkbox"/> Timing	

Make-up	
Mark all that apply.	
<input type="checkbox"/> Session 1	
<input type="checkbox"/> Session 2	

ELA IEP/504 Modifications	
Mark all that apply.	
<input type="checkbox"/> Alternative scoring of extended response	
<input type="checkbox"/> Extended Writing Options	
Oral administration	
<input type="checkbox"/> Audiotape	
<input type="checkbox"/> Oral Script	

Special Request Code		
<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0
<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3

ELA

Session 1					
Start Time		Stop Time			
Hour	Min.	Hour	Min.		
6	12	00	6	12	00
7	1	15	7	1	15
8	2	30	8	2	30
9	3	45	9	3	45
10	4		10	4	
11	5		11	5	

Session 2					
Start Time		Stop Time			
Hour	Min.	Hour	Min.		
6	12	00	6	12	00
7	1	15	7	1	15
8	2	30	8	2	30
9	3	45	9	3	45
10	4		10	4	
11	5		11	5	

FOR ADMINISTRATORS ONLY: These fields may not have been transmitted through pre-code. Please complete any fields for this student that were not transmitted by your district.

Birth Date		
Month	Day	Year
<input type="checkbox"/> Jan		19
<input type="checkbox"/> Feb		
<input type="checkbox"/> Mar	0 0	0 0
<input type="checkbox"/> Apr	1 1	1 1
<input type="checkbox"/> May	2 2	2 2
<input type="checkbox"/> Jun	3 3	3 3
<input type="checkbox"/> Jul	4	4 4
<input type="checkbox"/> Aug	5	5 5
<input type="checkbox"/> Sep	6	6 6
<input type="checkbox"/> Oct	7	7 7
<input type="checkbox"/> Nov	8	8 8
<input type="checkbox"/> Dec	9	9 9

Ethnicity	
<input type="checkbox"/> African American	<input type="checkbox"/> White/African American
<input type="checkbox"/> African American/American Indian	<input type="checkbox"/> White/American Indian
<input type="checkbox"/> American Indian	<input type="checkbox"/> White/Asian
<input type="checkbox"/> Asian	<input type="checkbox"/> Other
<input type="checkbox"/> Hawaiian/Pacific Islander	
<input type="checkbox"/> Hispanic	
<input type="checkbox"/> White	

Student SASI ID									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

GRADE
<input type="checkbox"/> 9
<input type="checkbox"/> 10
<input type="checkbox"/> 11
<input type="checkbox"/> 12

Gender
<input type="checkbox"/> Male
<input type="checkbox"/> Female

ESL
<input type="checkbox"/> Pre-functional
<input type="checkbox"/> Beginner
<input type="checkbox"/> Intermediate
<input type="checkbox"/> Advanced
<input type="checkbox"/> Initially English Proficient
<input type="checkbox"/> Title III First Year Exited
<input type="checkbox"/> Title III Second + Year Exited
<input type="checkbox"/> English Speaker I
<input type="checkbox"/> English Speaker II
<input type="checkbox"/> Pre-functional Waiver
<input type="checkbox"/> Beginner Waiver
<input type="checkbox"/> Intermediate Waiver
<input type="checkbox"/> Advanced Waiver

Student State ID									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

IEP	
Mark all that apply.	
<input type="checkbox"/> None	<input type="checkbox"/> OHI
<input type="checkbox"/> AU	<input type="checkbox"/> OI
<input type="checkbox"/> DB	<input type="checkbox"/> PMD
<input type="checkbox"/> ED	<input type="checkbox"/> SP
<input type="checkbox"/> EM	<input type="checkbox"/> TBI
<input type="checkbox"/> H	<input type="checkbox"/> TM
<input type="checkbox"/> LD	<input type="checkbox"/> V
<input type="checkbox"/> M	

504
<input type="checkbox"/> No
<input type="checkbox"/> Yes

AI Sch
<input type="checkbox"/> No
<input type="checkbox"/> Yes

Migrant
<input type="checkbox"/> No
<input type="checkbox"/> Yes

M
<input type="checkbox"/> No
<input type="checkbox"/> F
<input type="checkbox"/> R

G
<input type="checkbox"/> No
<input type="checkbox"/> Academic
<input type="checkbox"/> Artistic
<input type="checkbox"/> Both

English Language Arts

Please print. Use only No. 2 lead.

Last Name															First Name															M
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	

Pre-ID



South Carolina

High School Assessment Program

MARKING DIRECTIONS

- Use a No. 2 pencil only (no mechanical pencils).
- Do NOT use an ink or ballpoint pen.
- Fill in each circle completely.
- Erase cleanly any marks you wish to change.
- Make NO stray marks on this sheet.

Incorrect Incorrect Correct

FORM C Sign Language

Fall 2008

Teacher Name

School Name

District Name

ATTEMPT

- 1
 2
 3
 4
 5 or more

FOR ADMINISTRATORS ONLY: These fields could not be pre-coded. Please mark all conditions that apply for this student.

ELA IEP/504 Accommodations	ELA ESL Accommodations
Mark all that apply.	Mark all that apply.
<input type="checkbox"/> Setting <input type="checkbox"/> Timing <input type="checkbox"/> Scheduling <input type="checkbox"/> Spelling <input type="checkbox"/> Supplemental Materials or devices <input type="checkbox"/> Presentation Response Options <input type="checkbox"/> Typed/separate paper <input type="checkbox"/> Other	<input type="checkbox"/> Bilingual dictionary <input type="checkbox"/> Directions translated <input type="checkbox"/> Individual/small group administration <input type="checkbox"/> Scheduling <input type="checkbox"/> Timing

ELA IEP/504 Modifications	Make-up
Mark all that apply.	Mark all that apply.
<input type="checkbox"/> Alternative scoring of extended response <input type="checkbox"/> Extended Writing Options Signed administration <input type="checkbox"/> ASL <input type="checkbox"/> PSE <input type="checkbox"/> SEE	<input type="checkbox"/> Session 1 <input type="checkbox"/> Session 2

Special Request Code															
<table border="1"> <tr><td> </td><td> </td><td> </td></tr> <tr><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td></tr> </table>				0	0	0	1	1	1	2	2	2	3	3	3
0	0	0													
1	1	1													
2	2	2													
3	3	3													

ELA

Session 1			
Start Time		Stop Time	
Hour	Min.	Hour	Min.
6	12	6	12
7	1	7	1
8	2	8	2
9	3	9	3
10	4	10	4
11	5	11	5

Session 2			
Start Time		Stop Time	
Hour	Min.	Hour	Min.
6	12	6	12
7	1	7	1
8	2	8	2
9	3	9	3
10	4	10	4
11	5	11	5

FOR ADMINISTRATORS ONLY: These fields may not have been transmitted through pre-code. Please complete any fields for this student that were not transmitted by your district.

Birth Date			Ethnicity		Student SASI ID																																																																																																																																													
Month	Day	Year	<input type="checkbox"/> African American <input type="checkbox"/> African American/ American Indian <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Hawaiian/Pacific Islander <input type="checkbox"/> Hispanic <input type="checkbox"/> White	<input type="checkbox"/> White/African American <input type="checkbox"/> White/American Indian <input type="checkbox"/> White/Asian <input type="checkbox"/> Other	<table border="1"> <tr><td> </td><td> </td></tr> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table>																						0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	6	6	6	6	6	6	6	6	6	6	6	6	7	7	7	7	7	7	7	7	7	7	7	7	8	8	8	8	8	8	8	8	8	8	8	8	9	9	9	9	9	9	9	9	9	9	9	9
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GRADE	Gender
<input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	<input type="checkbox"/> Male <input type="checkbox"/> Female

IEP	504	AI Sch	Migrant	ESL	Student State ID																																																																																																														
Mark all that apply.	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> Pre-functional <input type="checkbox"/> Beginner <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced <input type="checkbox"/> Initially English Proficient <input type="checkbox"/> Title III First Year Exited <input type="checkbox"/> Title III Second + Year Exited <input type="checkbox"/> English Speaker I <input type="checkbox"/> English Speaker II <input type="checkbox"/> Pre-functional Waiver <input type="checkbox"/> Beginner Waiver <input type="checkbox"/> Intermediate Waiver <input type="checkbox"/> Advanced Waiver	<table border="1"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table>											0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	6	6	6	6	6	6	6	6	6	6	7	7	7	7	7	7	7	7	7	7	8	8	8	8	8	8	8	8	8	8	9	9	9	9	9	9	9	9	9	9
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M	G
<input type="checkbox"/> No <input type="checkbox"/> F <input type="checkbox"/> R	<input type="checkbox"/> No <input type="checkbox"/> Academic <input type="checkbox"/> Artistic <input type="checkbox"/> Both

MATH

FOR ADMINISTRATORS ONLY: These fields could not be pre-coded. Please mark all conditions that apply for this student.

Math ESL Accommodations	
Mark all that apply.	
<input type="checkbox"/>	Bilingual dictionary
<input type="checkbox"/>	Directions translated
<input type="checkbox"/>	Individual/small group administration
<input type="checkbox"/>	Oral administration
<input type="checkbox"/>	Scheduling
<input type="checkbox"/>	Timing

Math IEP/504 Accommodations	
Mark all that apply.	
<input type="checkbox"/>	Setting
<input type="checkbox"/>	Timing
<input type="checkbox"/>	Scheduling
<input type="checkbox"/>	Supplemental Materials or devices
Presentation	
<input type="checkbox"/>	Audio CD
<input type="checkbox"/>	Oral script
<input type="checkbox"/>	Other
Response Options	
<input type="checkbox"/>	Typed/separate paper
<input type="checkbox"/>	Other

Special Request Code		
0	0	0
1	1	1
2	2	2
3	3	3

Make-up
<input type="checkbox"/>

Start Time		Stop Time	
Hour	Min.	Hour	Min.
6	12	6	12
7	1	7	1
8	2	8	2
9	3	9	3
10	4	10	4
11	5	11	5

FOR ADMINISTRATORS ONLY: These fields may not have been transmitted through pre-code. Please complete any fields for this student that were not transmitted by your district.

Birth Date		
Month	Day	Year
<input type="checkbox"/> Jan		19
<input type="checkbox"/> Feb		
<input type="checkbox"/> Mar	0 0	0 0
<input type="checkbox"/> Apr	1 1	1 1
<input type="checkbox"/> May	2 2	2 2
<input type="checkbox"/> Jun	3 3	3 3
<input type="checkbox"/> Jul	4	4 4
<input type="checkbox"/> Aug	5	5 5
<input type="checkbox"/> Sep	6	6 6
<input type="checkbox"/> Oct	7	7 7
<input type="checkbox"/> Nov	8	8 8
<input type="checkbox"/> Dec	9	9 9

Ethnicity	
<input type="checkbox"/>	African American
<input type="checkbox"/>	African American/ American Indian
<input type="checkbox"/>	American Indian
<input type="checkbox"/>	Asian
<input type="checkbox"/>	Hawaiian/Pacific Islander
<input type="checkbox"/>	Hispanic
<input type="checkbox"/>	White
<input type="checkbox"/>	White/African American
<input type="checkbox"/>	White/American Indian
<input type="checkbox"/>	White/Asian
<input type="checkbox"/>	Other

Student SASI ID											
0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9

GRADE
<input type="checkbox"/> 9
<input type="checkbox"/> 10
<input type="checkbox"/> 11
<input type="checkbox"/> 12

Gender
<input type="checkbox"/> Male <input type="checkbox"/> Female

ESL
<input type="checkbox"/> Pre-functional
<input type="checkbox"/> Beginner
<input type="checkbox"/> Intermediate
<input type="checkbox"/> Advanced
<input type="checkbox"/> Initially English Proficient
<input type="checkbox"/> Title III First Year Exited
<input type="checkbox"/> Title III Second + Year Exited
<input type="checkbox"/> English Speaker I
<input type="checkbox"/> English Speaker II
<input type="checkbox"/> Pre-functional Waiver
<input type="checkbox"/> Beginner Waiver
<input type="checkbox"/> Intermediate Waiver
<input type="checkbox"/> Advanced Waiver

Student State ID											
0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9

IEP	
Mark all that apply.	
<input type="checkbox"/> None	<input type="checkbox"/> OHI
<input type="checkbox"/> AU	<input type="checkbox"/> OI
<input type="checkbox"/> DB	<input type="checkbox"/> PMD
<input type="checkbox"/> ED	<input type="checkbox"/> SP
<input type="checkbox"/> EM	<input type="checkbox"/> TBI
<input type="checkbox"/> H	<input type="checkbox"/> TM
<input type="checkbox"/> LD	<input type="checkbox"/> V
<input type="checkbox"/> M	

504
<input type="checkbox"/> No
<input type="checkbox"/> Yes

AI Sch
<input type="checkbox"/> No
<input type="checkbox"/> Yes

Migrant
<input type="checkbox"/> No
<input type="checkbox"/> Yes

M
<input type="checkbox"/> No
<input type="checkbox"/> F
<input type="checkbox"/> R

G
<input type="checkbox"/> No
<input type="checkbox"/> Academic
<input type="checkbox"/> Artistic
<input type="checkbox"/> Both

MATH

FOR ADMINISTRATORS ONLY: These fields could not be pre-coded. Please mark all conditions that apply for this student.

Math ESL Accommodations	
Mark all that apply.	
<input type="checkbox"/> Bilingual dictionary	
<input type="checkbox"/> Directions translated	
<input type="checkbox"/> Individual/small group administration	
<input type="checkbox"/> Scheduling	
<input type="checkbox"/> Timing	

Math IEP/504 Accommodations	
Mark all that apply.	
<input type="checkbox"/> Setting	
<input type="checkbox"/> Timing	
<input type="checkbox"/> Scheduling	
<input type="checkbox"/> Supplemental Materials or devices	
<input type="checkbox"/> Presentation	
Signed administration	
<input type="checkbox"/> ASL	
<input type="checkbox"/> PSE	
<input type="checkbox"/> SEE	
<input type="checkbox"/> Other	
Response Options	
<input type="checkbox"/> Typed/separate paper	
<input type="checkbox"/> Other	

Special Request Code		
<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0
<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3

Make-up
<input type="checkbox"/>

Start Time		Stop Time	
Hour	Min.	Hour	Min.
<input type="checkbox"/> 6	<input type="checkbox"/> 12	<input type="checkbox"/> 6	<input type="checkbox"/> 12
<input type="checkbox"/> 7	<input type="checkbox"/> 1	<input type="checkbox"/> 7	<input type="checkbox"/> 1
<input type="checkbox"/> 8	<input type="checkbox"/> 2	<input type="checkbox"/> 8	<input type="checkbox"/> 2
<input type="checkbox"/> 9	<input type="checkbox"/> 3	<input type="checkbox"/> 9	<input type="checkbox"/> 3
<input type="checkbox"/> 10	<input type="checkbox"/> 4	<input type="checkbox"/> 10	<input type="checkbox"/> 4
<input type="checkbox"/> 11	<input type="checkbox"/> 5	<input type="checkbox"/> 11	<input type="checkbox"/> 5

FOR ADMINISTRATORS ONLY: These fields may not have been transmitted through pre-code. Please complete any fields for this student that were not transmitted by your district.

Birth Date		
Month	Day	Year
<input type="checkbox"/> Jan		19
<input type="checkbox"/> Feb		
<input type="checkbox"/> Mar	<input type="checkbox"/> 0	<input type="checkbox"/> 0
<input type="checkbox"/> Apr	<input type="checkbox"/> 1	<input type="checkbox"/> 1
<input type="checkbox"/> May	<input type="checkbox"/> 2	<input type="checkbox"/> 2
<input type="checkbox"/> Jun	<input type="checkbox"/> 3	<input type="checkbox"/> 3
<input type="checkbox"/> Jul	<input type="checkbox"/> 4	<input type="checkbox"/> 4
<input type="checkbox"/> Aug	<input type="checkbox"/> 5	<input type="checkbox"/> 5
<input type="checkbox"/> Sep	<input type="checkbox"/> 6	<input type="checkbox"/> 6
<input type="checkbox"/> Oct	<input type="checkbox"/> 7	<input type="checkbox"/> 7
<input type="checkbox"/> Nov	<input type="checkbox"/> 8	<input type="checkbox"/> 8
<input type="checkbox"/> Dec	<input type="checkbox"/> 9	<input type="checkbox"/> 9

Ethnicity	
<input type="checkbox"/> African American	<input type="checkbox"/> White/African American
<input type="checkbox"/> African American/American Indian	<input type="checkbox"/> White/American Indian
<input type="checkbox"/> American Indian	<input type="checkbox"/> White/Asian
<input type="checkbox"/> Asian	<input type="checkbox"/> Other
<input type="checkbox"/> Hawaiian/Pacific Islander	
<input type="checkbox"/> Hispanic	
<input type="checkbox"/> White	

Student SASI ID									
<input type="checkbox"/> 0									
<input type="checkbox"/> 1									
<input type="checkbox"/> 2									
<input type="checkbox"/> 3									
<input type="checkbox"/> 4									
<input type="checkbox"/> 5									
<input type="checkbox"/> 6									
<input type="checkbox"/> 7									
<input type="checkbox"/> 8									
<input type="checkbox"/> 9									

GRADE
<input type="checkbox"/> 9
<input type="checkbox"/> 10
<input type="checkbox"/> 11
<input type="checkbox"/> 12

Gender
<input type="checkbox"/> Male <input type="checkbox"/> Female

IEP	
Mark all that apply.	
<input type="checkbox"/> None	<input type="checkbox"/> OHI
<input type="checkbox"/> AU	<input type="checkbox"/> OI
<input type="checkbox"/> DB	<input type="checkbox"/> PMD
<input type="checkbox"/> ED	<input type="checkbox"/> SP
<input type="checkbox"/> EM	<input type="checkbox"/> TBI
<input type="checkbox"/> H	<input type="checkbox"/> TM
<input type="checkbox"/> LD	<input type="checkbox"/> V
<input type="checkbox"/> M	

504
<input type="checkbox"/> No
<input type="checkbox"/> Yes

AI Sch
<input type="checkbox"/> No
<input type="checkbox"/> Yes

Migrant
<input type="checkbox"/> No
<input type="checkbox"/> Yes

M
<input type="checkbox"/> No
<input type="checkbox"/> F
<input type="checkbox"/> R

G
<input type="checkbox"/> No
<input type="checkbox"/> Academic
<input type="checkbox"/> Artistic
<input type="checkbox"/> Both

ESL
<input type="checkbox"/> Pre-functional
<input type="checkbox"/> Beginner
<input type="checkbox"/> Intermediate
<input type="checkbox"/> Advanced
<input type="checkbox"/> Initially English Proficient
<input type="checkbox"/> Title III First Year Exited
<input type="checkbox"/> Title III Second + Year Exited
<input type="checkbox"/> English Speaker I
<input type="checkbox"/> English Speaker II
<input type="checkbox"/> Pre-functional Waiver
<input type="checkbox"/> Beginner Waiver
<input type="checkbox"/> Intermediate Waiver
<input type="checkbox"/> Advanced Waiver

Student State ID									
<input type="checkbox"/> 0									
<input type="checkbox"/> 1									
<input type="checkbox"/> 2									
<input type="checkbox"/> 3									
<input type="checkbox"/> 4									
<input type="checkbox"/> 5									
<input type="checkbox"/> 6									
<input type="checkbox"/> 7									
<input type="checkbox"/> 8									
<input type="checkbox"/> 9									

Appendix C
Testing Students with Documented Disabilities

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A. GENERAL INFORMATION

1. Definition of an Individual with Disabilities

A student with a documented disability is one who has been evaluated and found to meet the eligibility criteria for enrollment in special education as defined by the Individuals with Disabilities Education Act (IDEA 97) and South Carolina State Board of Education Regulation 43-243.1 or one who has a disability covered under section 504 of the Rehabilitation Act of 1973.

2. Test Security Violations

According to S.C. Code Ann. § 59-1-447 (1990), it is a test security violation to test a student without the accommodations, modifications, or customized materials specified in the IEP or 504 Plan (e.g., not providing an oral administration specified in the IEP) or with accommodations, modifications, or customized materials not specified in the IEP or 504 Plan. See page 7 of this manual for procedures that must be followed to report these security violations.

3. IEP and 504 Plan Requirements

- Students with a current Individualized Education Program (IEP) or 504 Plan **must participate** in HSAP. The student's IEP team determines whether the student participates in the assessment in the same manner as other students or with accommodations or modifications. If the IEP team determines that the student cannot participate in HSAP even with appropriate accommodations and that the student meets the criteria for alternate assessment, the student will participate in SC-Alt. See participation criteria at (ed.sc.gov/agency/offices/assessment/programs/SWD/SouthCarolinaAlternateAssessmentSC-Alt.html).
- The IEP or 504 Plan team determines **how** a student with disabilities participates in the HSAP assessments. Decisions about accommodations, modifications, and alternate assessments must be made on an individual student basis, not on the basis of the category of disability.
- Accommodations, modifications, and/or supplemental materials and devices must be consistent with those used routinely in classroom instruction and assessment throughout the school year. Any accommodations, modifications, and supplemental materials and devices used for instruction and assessment must be documented in the student's IEP or 504 Plan. **Changes made to the IEP or 504 Plan immediately before testing may not reflect accommodations or modifications that are in the best interest of the student.**

4. Use of Monitors

A monitor is **required** for all HSAP administrations. A Test Administrator (TA) must be in the room at all times when materials are not in locked storage, even if a monitor is present. For more information on monitor duties, see Appendix F in this manual.

5. Special Requests

The IEP team or 504 Plan team may determine if a student requires an accommodation, modification, or supplemental material or device that is not specifically addressed in this appendix. The IEP or 504 Plan team must complete the form located on page C-28 of this appendix to request the use of specific accommodations, modifications, or supplemental materials or devices during testing. This form and accompanying documentation must be routed to the DTC for signature. The DTC should fax this form to Suzanne Swaffield at 803-734-8527. **If approved, you will be given a special request code to enter on the student's test booklet or answer document.** If you have any further questions, contact Suzanne at sswaffie@ed.sc.gov or 803-734-8527.

Please Note:

- Special requests are not required for a student who cannot write because of an injury (e.g., sprain, broken bone). For broken arms or other similar injuries that prevent students from writing or coding their responses, follow the instructions for dictation of responses (see page C-16).
- Special requests are not required for a specific brand of device or material that meets the guidelines in this Appendix. For example, the use of Brand X paper for maintaining visual orientation is addressed in Section D, as devices to assist in maintaining visual attention, and therefore would not require a special request.

B. ACCOMMODATIONS

An accommodation is a change in the testing environment, procedures, or presentation that does not alter what the test measures or the comparability of scores. The purpose of accommodations is to enable students to participate in an assessment in a way that allows knowledge and skills to be assessed rather than disabilities.

Table I gives some examples of accommodations typically used during the HSAP.

Table I — Examples of Accommodations for HSAP

Accommodation	Examples
Setting	preferential seating, separate location, small-group, individual administration
Timing	frequent breaks, extended breaks
Scheduling	afternoon administration, multiple testing sessions per day, multiple testing days
Presentation	highlighting, cueing, reading aloud to self, repeating/signing directions, customized forms, oral administration, or signed administration of mathematics, science, and social studies
Response Options	responding on separate pages (bold line or other special paper); typing responses; nonverbal indication of answer choices; dictation of responses, including the use of voice-activated devices (without spell-check, grammar-check, or word prediction software); braille test responses; responding in the test booklet
Spelling	poor speller's dictionary, electronic speller
Supplemental Materials and Devices	provided by the district (see Section E of this appendix)
Special Requests	use form in Section H of this appendix

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Testing Students with Documented Disabilities

Setting

The HSAP should be administered in a setting appropriate to the student's individual needs. Setting accommodations may include the following:

- preferential seating in the classroom,
- separate location with minimal distractions,
- small-group administration in a separate location, or
- individual administration in a separate location.

Timing

The HSAP tests are not timed. Students may take as long as they need to complete each test during the school day when possible. Any timing accommodations must be monitored to maintain test security. Timing accommodations may include the following:

- frequent breaks in the testing room without contact with other students or
- extended breaks that may involve contact with other students.

Scheduling

The student may take portions of the HSAP over several days, as long as all testing is completed by the last day of make-up testing. Students may not go back to previously completed sections of the test. Scheduling accommodations may include the following:

- administering the test in the afternoon rather than the morning,
- administering the test in one day with several testing sessions per day, or
- administering the test over several days with one or several testing sessions per day.

Refer to page C-14 for procedures on implementing scheduling accommodations.

Presentation

The student may require that the test be presented in a different manner, such as the use of a customized format of the test. These accommodations may include the following:

- **Highlighting within the test – Highlighting can be done only in large-print and loose-leaf test booklets.** These booklets are non-scannable, and student responses to the multiple-choice questions will be transferred to the student's Form A test booklet for scoring.
 - The **TA** may highlight key words or phrases for students in the directions only for the loose-leaf or large-print test booklets. For example, TAs may highlight phrases such as "Read this story and answer questions 6–10" in the student's test booklet.
 - The **student** may highlight words, phrases, sentences, and so on, in reading passages or test items in the loose-leaf or large-print test booklets.

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- **Cueing** – The TA may write cues, use cue symbols, or orally cue the **directions only** in the test booklet (e.g., providing arrows, stop signs, or phrases such as “Read this story and answer questions six through ten.”). If using oral cueing, the TA should read the test directions only from the student’s test booklet to individual students. This may require an individual administration.
- **Student reading test aloud to himself or herself** – A student may read the test questions aloud to himself or herself. This accommodation requires an individual administration of the test.
- **Student repeating/signing directions to the TA or interpreter** – A student may need to sign the directions to the TA or interpreter for clarification or to demonstrate his or her understanding.
- **Directions in sign language** – TAs or interpreters may sign, cue, or communicate through sign language directions or other information that is normally read aloud to students. (**This does NOT require a sign language videotape.**)
- **Customized forms** – Information regarding customized test booklets is received through precode in the customized materials field. Additional materials are ordered from the contractor by the DTC. For more information about customized forms, see Section D of this appendix.
- **Oral or Signed administration of mathematics** – For oral and signed administrations, the directions, questions, and some answer choices are read aloud or signed to the student. The oral administration of mathematics is an accommodation because this test assesses knowledge of mathematical content standards, not reading ability.

Response Options

The student may require an alternative method of responding to a test question. The procedures for using the alternative response options are in Section F of this appendix. Response options may include the following:

- **Responding on separate pages (Bold-line or other special paper)** – Students may use bold-line or other special paper for responding to multiple-choice, constructed-response and/or extended-response items as well as for the prewriting or rough drafts for the extended-response item. The district must provide the student with these materials.
- **Typing the responses** – Students may type their responses to the constructed-response or extended-response items by using a typewriter or computer. Make sure that all content is deleted from the computer after the final draft is printed. **No additional copies of any response should be made or downloaded under any circumstances.**
- **Nonverbal indication of answer choices for multiple-choice items** – Students may indicate their answer choices nonverbally (e.g., by pointing, by using a personal communication device). A monitor must be present during this administration to verify that the student’s responses were recorded accurately.
- **Dictation of responses** – Students may dictate their answers to multiple-choice, constructed-response, and/or extended-response items to a scribe/monitor or through the use of voice-

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output devices that do not include spell-check, grammar-check, or word prediction programs. Refer to page C-16 for the administration procedures for dictating responses. This accommodation requires an individual administration.

- **Braille response options** – Students may use a braillewriter, slate and stylus, or electronic braille note-taking device for answering multiple-choice, constructed-response, and/or extended-response items.
- **Responding in the test booklet** – If a student indicates multiple-choice responses by means other than darkening the bubbles (e.g., circling the bubble), then the TA and monitor must completely darken the bubble next to a clearly indicated response. If a student responds on separate pages, the TA must transfer the student’s multiple-choice responses into his or her test booklet, and the monitor must verify that the student’s responses are recorded accurately.

Spelling

The spelling accommodation **may be used only during the extended-response portion of the ELA test**. Students may use the following:

- A poor speller’s dictionary (e.g., *The Misspeller’s Dictionary*) may be used to allow a student to look up a word phonetically to determine the correct spelling.
- An electronic speller that has only spelling corrections, listing of words, and easily confused word applications may be used. Other applications provided in electronic speller devices must not be used. The TA must prohibit student access to all other applications associated with the device.

Note: This accommodation does not include teacher- or student-made dictionaries, picture dictionaries, or word lists. Refer to page 18 in this manual for additional information about acceptable dictionary formats.

C. MODIFICATIONS

Table II gives some examples of modifications typically used during the HSAP.

Table II — Modifications for HSAP

Subject	Examples
ELA	oral or signed administration, alternative scoring for extended-response, extended-response options, special request
Mathematics	special request

Oral or Signed Administration of ELA

For oral and signed administrations, the directions, questions, and some answer choices are read aloud or signed to the student. These administrations of ELA tests are modifications. The oral scripts, Form A CD-ROMS, Form C Braille audiotapes, and videotapes needed for these administrations must be ordered separately from the contractor. See Section D of this appendix for more information on these customized materials.

Alternative Scoring for Extended Response

If a student's response will be scored using the alternative extended-response scoring rubric, make sure that this modification is coded on the student's test booklet. This will alert scorers that alternative scoring will be used for a particular student. The focus in alternative scoring is more on the content of the response and less on the writing mechanics (spelling, grammar, punctuation, etc.). The alternative extended-response scoring rubric is on page C-32 of this appendix.

Extended-Response Options

Students may use word processors with spell check, grammar check, and word prediction programs. This **may include** voice-activated processors.

Note: Students who pass an HSAP test with modifications meet the testing requirement for a South Carolina high school diploma.

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D. CUSTOMIZED MATERIALS

Customized test booklets will be provided as indicated in Precode or ordered separately from the test contractor. Additional customized test materials will be provided as ordered by the district. No overage will be sent. Table III presents the types of customized materials available for HSAP as well as information about using the materials.

Table III — Customized Materials for HSAP

Test Materials	Precode Field Code Number	For the student who:	The TA will:
Form C Braille Test Booklet	1	reads classroom materials in braille	transfer the student's multiple-choice, constructed, and extended responses to a print Form C Braille test booklet
Large-Print Test Booklet	2	has difficulty reading text in a standard-size font and/or needs to highlight text	transfer the student's multiple-choice responses to a Form A test booklet and remove and identify any pages containing constructed and extended responses and insert into the Form A test booklet
Loose-Leaf Test Booklet	3	needs to remove individual pages and/or needs one item per page, and/or needs to highlight text	transfer the student's multiple-choice responses to a Form A test booklet and remove and identify any pages containing constructed and extended responses and insert into the Form A test booklet
Form C Sign Language Test Booklet	4	is deaf or hard of hearing, with or without a signed administration	verify that the student responses are marked in the Form C Sign Language test booklet
Form A Oral Administration (script or CD-ROM)	(associated with 0, 2, and 3 but ordered separately on SchoolHouse)	needs an oral administration of the test (test directions, questions, and most answer choices)	verify that the student is using a Form A , a loose-leaf , or a large-print test booklet
Form C Oral Administration (script, or audiotape)	(associated with 1 but ordered separately on SchoolHouse)	needs an oral administration of the test (test directions, questions, and most answer choices) and is using a braille test booklet	transfer the student's multiple-choice, constructed, and extended responses to a print Form C Braille test booklet
Sign Language Videotapes (ASL, PSE, SEE)	(associated with 4 but ordered separately on SchoolHouse)	needs a signed administration (test directions, questions, and most answer choices)	verify that the student responses are marked in the Form C Sign Language test booklet

1. **Form C Braille Test Booklets** – The braille version has been reviewed for bias against students who are blind or visually-impaired and who read classroom materials in braille. This version is spiral bound with 11-inch by 11-inch interpoint braille pages. All students' multiple-choice responses and constructed and extended responses must be transferred to a **print Form C Braille** test booklet.

When a braille test booklet is ordered, a **printed Form C Braille** test booklet is automatically sent with the order.

- **TA notes** are provided with the braille test materials. The TA notes provide additional information to test administrators regarding changes in the wording or graphics of test items in the students' test booklet, special instructions during administration, supplemental materials needed during testing, and options for student responses. The TA notes in conjunction with the print version of the braille test provide the same information as the students' braille test booklet. **TAs should carefully review the TA notes before testing to ensure that all needed materials are available during testing.**

2. **Large-Print Test Booklets** – The large-print version is required for those students who have difficulty reading text in a standard-size font. This version is a 9-inch by 12-inch spiral-bound booklet in 18-point sans serif type. Students' multiple-choice responses must be transferred to a **Form A** test booklet. Constructed and extended responses written on large-print pages or separate pages must be identified and inserted into the **Form A** test booklet and returned for scoring.

When a large-print test booklet is ordered, the **Form A** test booklet is automatically sent with the order.

3. **Loose-Leaf Test Booklets** – These test booklets are printed in a 12-point font on 8½-inch by 11-inch single-sided paper and placed in 3-ring binders. The individual pages can be removed so that the students can write or type answers to constructed-response and extended-response items. This form also contains one test item per page for ELA and mathematics. The TA may remove and reinsert the pages for the student. Students' multiple-choice responses must be transferred to a **Form A** test booklet. Constructed and extended responses written on loose-leaf pages or separate pages must be identified and inserted into the **Form A** test booklet and returned for scoring.

When a loose-leaf test booklet is ordered, the **Form A** test booklet is automatically sent with the order.

4. **Form C Sign Language Test Booklets** – The **Sign Language** version has been reviewed for bias against students who are deaf or hard of hearing. All student responses must be written in or transferred to this test booklet, or separate sheets of constructed or extended responses may be inserted into this test booklet and returned for scoring.

5. **Form A Oral Administration Scripts or CD-ROMs** – These materials must be used with a **Form A**, a **loose-leaf**, or a **large-print** test booklet. The DTC must order oral scripts through the test contractor according to the number of TAs who need them.
- The oral administration script provides the directions to TAs regarding the appropriate way to read test questions, passages, and some answer choices to the student(s). Some answer choices must be read by the students since reading aloud may cue the answer. Students must also read some portions of test questions and answer choices that are comprised of numbers or graphics (e.g., pictures, diagrams, maps, graphs, tables).
 - The oral administration CD-ROM provides the student an orientation to the use of the CD-ROM test questions, passages, some directions, and some answer choices. Some answer choices must be read by the students since reading aloud may cue the answer. Students must also read some portions of test questions and answer choices that are comprised of numbers or graphics (e.g., pictures, diagrams, maps, graphs, tables). For every ten CD-ROMs that are ordered, there will be one oral script provided.
6. **Form C Oral Administration Scripts, CD-ROMs or Audiotapes** – These materials must be used with the **Form C Braille** test booklet. The DTC must order oral scripts through the test contractor according to the number of students or TAs who need them.
- The braille oral administration script provides the directions to TAs regarding the appropriate way to read test questions, passages, and some answer choices to the student(s). Some answer choices must be read by the students since reading aloud may cue the answer. Students must also read some portions of test questions and answer choices that are comprised of numbers or graphics (e.g., pictures, diagrams, maps, graphs, tables).
 - The braille oral administration audiotape provides the student with the test questions, passages, and some answer choices. A tape must be ordered according to the number of students or TAs who need them.
7. **Sign Language Videotapes** – These materials must be used with the **Form C Sign Language** test booklet. The tapes include the signed test directions, questions, and most answer choices. Some answer choices must be read by the students since reading aloud may cue the answer. Students must also read some portions of test questions and answer choices that are comprised of numbers or graphics (e.g., pictures, diagrams, maps, graphs, tables).

Each VHS tape contains a sign language administration — one language per videotape.

- American Sign Language (ASL)
- Pidgin Signed English (PSE)
- Signed Exact English (SEE)

TA notes are provided with the Sign Language videotapes. The TA notes provide additional information to TAs regarding specific items that may require special instruction during administration.

Note: If the student needs only the directions signed, do not order a videotape.

E. SUPPLEMENTAL MATERIALS AND DEVICES

Students should be reminded to wear prescribed eyeglasses or hearing aids for testing.

Students with disabilities may use the following supplemental materials in conjunction with any test form. Supplemental materials and devices should be those used with the student's daily instruction and documented in the IEP or 504 Plan. **If any of these materials are used, the district or school must supply them. For materials and devices not related to those listed, please see Section H of this appendix for the special request form.**

Be sure that the accommodation(s) codes have been completed for the appropriate students. Use of supplemental materials and devices should be coded as other presentation or as presentation depending on the test booklet that is used.

- Amplification equipment or special acoustics (e.g., auditory trainer, sound field system)
- Magnifying device or special lighting (e.g., closed-circuit television, optical low-vision aid)
- Color overlays
- Pointer, noncalibrated ruler, template, or other devices to assist in maintaining visual attention
- Braillewriter, braille note-taking device, typewriter, or word processor
- Pencil grips or large-diameter pencil
- Special adaptive/assistive devices (e.g., adaptive keyboard, voice synthesizer, calculator)

Note: If a student uses a computer-based calculator for mathematics, the TA must disable any application not allowed by the calculator-use policy on page 12 of this manual.

- Tape recorder and cassette
- Television monitor and VCR
- Adaptive or special furniture
- Abacus or number line

Note: If the student creates his or her own number line **OR** if the TA gives the student a blank number line, this is an accommodation. If the TA gives the student a completed number line, the use of the number line is a modification. The number line should be returned with the test booklet and other materials at the end of the testing period.

- Manipulatives

Note: Certain manipulatives may be used as an accommodation or a modification depending on the subject area and the purpose of the tactile device. Generally, if the manipulative is used for counting, it is considered an accommodation.

F. ADMINISTRATION PROCEDURES

This section provides specific information about some of the accommodations allowed during testing. For all administrations, the TA will read directions as written in the TAM. Some wording changes may be necessary depending on the mode of response by the student. (Example: Instead of telling a student to “Mark your answers in your test booklet,” you may say, “Point to your answer and I will mark your answer in your test booklet.”)

Remember that all students may use a dictionary and thesaurus during the extended-response portion of the ELA test, and all students may use a calculator during the math test.

Procedures for Administering the HSAP

Scheduling

1. Estimate the duration of each testing session for the student. This should be based on IEP documentation of time a student typically works on a task. Determine whether the student can complete the test in one day or over several days, in one session or over several sessions.
2. If it is determined that the student requires testing over several days, divide the test into “sections” according to the time allotted for each test session. Each “section” should end with the last question on an odd-numbered page so that the student is not able to see test questions for the next session.
3. During each testing session, the student may work only on test questions for that “section.” The student may not go back and work on any “section” from a previous session.

Note: To the extent possible, the extended-response portion of the ELA test (Session 1) should be completed in one day, as indicated by the state test administration schedule.

Responding on separate pages (Bold-Line or other special paper)

1. Students who provide responses on bold-line or other special paper may use any of the customized test booklets (loose-leaf, large-print, Form C Braille, or Form C Sign Language) or a Form A test booklet.
2. Any constructed or extended responses written on separate pages must be identified and inserted inside the appropriate scorable test booklet. This is the same test booklet that has the student’s multiple-choice responses gridded by the student or transferred by the TA.
3. Follow the return procedures in Section G of this appendix.

Typing the Responses

1. Students who type their responses may use any of the customized test booklets (loose-leaf, large-print, Form C Braille, or Form C Sign Language) or a Form A test booklet.

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2. Responses may be typed either directly on the pages of the loose-leaf test booklet or on separate sheets of paper. If the student is using a word processing computer program, the responses may be printed on separate sheets of paper.
3. Any constructed or extended responses that are typed must be identified and inserted inside the scorable test booklet. This is the same test booklet that has the student's multiple-choice responses marked by the student or transferred by the TA.

Follow the return procedures in Section G of this appendix.

Computer Software Issues When Students Type Responses

- A student **may** use the spell check and other word processing features as an accommodation to complete **constructed-response** items produced with a computer.
- A student may not use computer-enhanced writing programs (e.g., on line thesaurus, spell check, grammar check, outline program) when responding to the **extended-response** portion of the ELA assessment. The TA must disable the software programs, and the student must be monitored while using a computer.
- **If computer-enhanced writing programs are used, this is an extended-response option, which is a modification.**

Nonverbal Indication of Answer Choices for Multiple-Choice Items

1. A monitor **must** be present during the administration to verify that a student's answer choices are recorded correctly. In addition, the TA **may** choose to videotape the administration.
2. The student will indicate his or her answers nonverbally by pointing or by using a personal communication device. The TA marks the student's answers in the appropriate scorable test booklet.
3. The videotape (if applicable) must be labeled and returned with the test booklet to the contractor.
4. Follow the directions for return procedures in Section G of this appendix.

Responding in the Test Booklet

- 1 The student may indicate responses by means other than darkening the bubbles. If so, the TA must completely darken any bubble next to a clearly indicated response. A monitor **must** be present to verify that a student's responses are recorded correctly.
2. If the student writes his or her constructed-response or extended-response answers on separate pages, then the TA must transfer the student's responses to his or her test booklet, and a monitor **must** be present to check the transfer for accuracy.
3. Follow the directions for return procedures beginning on page C-22 of this appendix.

Dictation of Responses to Multiple-Choice and Constructed-Response Items

1. It is recommended that a monitor and a scribe be present during the entire session. In addition, the TA **may** choose to tape-record the administration. **If one person serves as both the monitor and scribe, then the dictated session must be tape-recorded.**
2. The student dictates his or her answer choice for multiple-choice and constructed-response items to the scribe/monitor. The scribe/monitor writes the student's responses in the appropriate test booklet. Constructed-response items may be written with correct spelling, grammar, and punctuation since these items are not scored for spelling, grammar, or punctuation.
3. The student may watch as the scribe/monitor writes the response and make desired edits.
4. The audiotape (if applicable) must be labeled and returned with the test booklet to the contractor.
5. Follow the directions for return procedures beginning on page C-22 of this appendix.

Dictation of Responses to Extended-Response Items

1. **It is recommended that a monitor and scribe be present during the entire session, and the entire session must be tape-recorded.** If recommended in the IEP or 504 Accommodation Plan, one person may serve as both the monitor and scribe to minimize disruption to the student.
2. Students may use a dictionary and thesaurus and/or the spelling accommodation if needed during the extended-response portion of the ELA test. See page C-7 for more information on the spelling accommodation.
3. The scribe/monitor should be someone who is familiar with the student and is able to write the student's responses as dictated without adding additional information to the response.
 - No prompting or assistance should be given to the student. TAs may provide prompts under certain circumstances like "do you want to make an outline," "start dictating when you are ready," and/or "are you finished." TAs must not prompt students for writing content like "what do you want to write about," "what happens next in your story," and/or "tell me more about that."
 - **It is important that students are familiar with dictation procedures and have used dictation of responses during routine instruction throughout the year. Students who use dictation for the first time during HSAP may not know how to dictate a response, and this may hinder their performance.**

Procedures for dictation:

4. The student may make prewriting notes or an outline on separate paper using devices such as a pencil, typewriter, braillewriter, word processor, or an electronic braille note-taking device, or the student may dictate the prewriting notes or outline into a tape recorder or to a scribe/monitor. **The spell check, grammar check, on line thesaurus, and outlining programs associated with a voice output device must be disabled if the student's IEP specifies dictation as an accommodation. If these programs are enabled, then the test administration is considered a modification.**
5. The TA turns on the tape recorder when the student is ready to begin dictating the first draft. The tape should record the session until a first draft is complete. The scribe/monitor will write the first draft on separate pages. **Only the final response should be written in the test booklet.** The scribe/monitor writes the composition in all lowercase letters, using correct spelling. No punctuation, capitalization, or paragraphing is included within the composition. There are two options for revising punctuation, capitalization, or paragraphing:
 - The student may observe the scribe/monitor writing the composition and make revisions as the dictation proceeds.
 - The student may make all revisions after dictating the spelling of words in the composition.
6. When the student has completed dictating the first draft, the scribe/monitor reads the draft to the student and asks the student (without the student looking at the draft) to spell three words per each line of text (excluding words such as “a,” “an,” “the”). The student must spell all of the designated words even if the words are repeated from a previous line. The scribe/monitor repeats the student's spelling aloud to allow the student to double-check the spelling.
 - When dictating the spelling, the student may write the word on a separate sheet of paper using any appropriate mode. If necessary, as the student spells each word, the scribe/monitor may write the word on a separate sheet of paper for the student to see.
 - If the student misspells a word, the scribe/monitor must write it using the student's spelling throughout the composition.
 - If the student is asked to spell the same word twice and spells it incorrectly the first time and correctly the second time, the scribe/monitor must spell it correctly in any subsequent spellings. The scribe/monitor does not correct the first spelling of the word unless the student requests a change.
7. After completion of the spelling dictation, the student must indicate instructions on punctuation, capitalization, and paragraphing if he/she did not do so while dictating the draft.
8. When the student has completed all of the revisions to the first draft, the scribe/monitor reads the revised draft to the student. The student may indicate any additional edits as needed. The scribe/monitor repeats the student's corrections aloud to allow the student to make revisions.

Appendix C Testing Students with Documented Disabilities

9. When all corrections are made to the satisfaction of the student, this is considered the final draft; the TA turns off the tape recorder.
10. The TA transfers the student's final response into the appropriate test booklet. The student may proofread the final response.
11. The TA follows the return procedures as listed on page C-22 of this appendix. The TA follows all of the identification procedures, including the appropriate demographic information.

Braille Responses to Multiple-Choice, Constructed-Response, and Extended-Response Items

1. Students may use a braillewriter, slate and stylus, or electronic braille note taker, provided by the district, to answer test items.
2. All responses marked in the braille test booklet or written in braille on separate sheets of paper must be transcribed and transferred by the TA into a print Form C Braille test booklet.
3. If the student reads his or her braille responses aloud to the TA, a monitor **must** be present during the administration to verify that the student's multiple-choice and constructed responses were recorded correctly. **For extended responses, a monitor must be present and the session must be tape-recorded.** Follow the administration procedures for dictation of responses to extended-response items beginning on page C-16.
4. The student's brailled responses must be identified and returned with the braille test booklet to the contractor with the secure, nonscorable shipment.
5. Follow the directions for return procedures beginning on page C-22 of this appendix.

Oral Administration

Oral administration of mathematics is an accommodation. Oral administration of ELA is a modification.

To prepare for the oral administration of the test, the TA may review the Oral Administration Script 2 days before the test. (For example, if testing begins on Monday, reviews may take place on Thursday and Friday of the previous week.) All reviews must take place at the school with no students present and be coordinated through the STC with adherence to test security procedures. This review is to ensure verbal accuracy during test administration.

Since the CD-ROM or audiotape will administer the test to the student, it may not be reviewed by the TA prior to testing.

Use the Form C Oral Administration Script or Audiotape with the Form C Braille test booklet.

Use the Form A Oral Administration Script or CD-ROM with the Form A test booklet.

Formats for Oral Administration

Format 1: Form A CD-ROM Operated by Student

Students using this format should already know how to use a CD-ROM on a personal computer, and oral instruction should be one of their primary instructional modes. The personal computer should be the type that the student ordinarily uses during instruction.

- a. Each student must use a personal computer (PC) provided by the school. The PC must be equipped with multimedia CD drive capabilities.
- b. Students may be tested individually or in a small group lab situation.
- c. If students are tested in a lab situation with other students, then each student will need headphones. All other requirements are built-in functions of the CD software.

Format 2: Form C Braille Audiotape with Tape Player Operated by Student

Students using this format should already know how to use a tape player, and oral administration should be one of their primary instructional modes. The tape player should be the type that the student ordinarily uses during instruction.

- a. Each student uses headphones and operates a tape player provided by the school.
- b. Students may test individually or in small groups. A tape player and headphones must be supplied for each student.

Format 3: Form C Braille Audiotape with Tape Player Operated by TA

- a. The TA operates a tape player provided by the school.
- b. Students may test individually or in a small group. If the small-group option is used, it is strongly recommended that the students be able to work at the same pace.

Oral Administration Procedures for Formats 1, 2, and 3

1. Make sure that you have the appropriate and correct number of audiotapes, CD-ROMs, headphones, tape players, and computers.
2. Begin by reading aloud the administration directions from the appropriate pages in this *Test Administration Manual (TAM)*. The TA will be directed when to begin the oral administration audiotape or CD-ROM.
3. Students will work at their own pace, and may replay passages and/or questions or ask that passages and questions be replayed as needed.

4. Students are directed to raise their hands and ask the TA for assistance if they need to have words in graphs or diagrams read aloud to them. Therefore, if a TA has a small group of students using audiotapes, it is advisable that the TA also have an oral script available.
 - You are allowed to read only what is printed in the oral script. Read the answer choices as directed in the oral script, even if the student chooses an answer before you have finished reading. Students may be required to read information presented in the graphics (e.g., tables, pictures, charts) or in the answer choices.
5. While some conversation between the student(s) and TA is expected, **discussion concerning interpretation of any test item content is not permitted.** Do not converse with the student(s) about any test items. Try to respond to student questions by repeating instructions or by instructing the student to replay passages or test questions as needed.

Format 4: Form A and Form C Braille Oral Script to Be Read by TA

- a. The TA reads aloud from the Oral Script.
- b. Students may test individually or in small groups. If the small-group option is used, it is strongly recommended that all of the students in the group be able to work at the same pace.

Oral Administration Procedures for Format 4

1. Begin by reading aloud the administration directions from the appropriate pages in the TAM. The TA will be directed when to begin the Oral Script.
2. Read the script exactly as it is written. No modifications in the wording of the test questions are allowed. An unconscious pause, or change of inflection, and/or facial expression can be misleading or distracting to the student.
3. Each question is printed directly in the script. Allow breaks in your voice to convey commas, end-of-sentence punctuation, and paragraph breaks. Pause between questions or statements and after reading answer choices to give the student time to review and respond to each test item.
4. Special instructions for administering particular questions are included as needed. Follow the student's direction as to how quickly or slowly to read. Pause at the student's request.
 - For the reading subtest, you are allowed to read only what is printed in the oral script. Read the answer choices as directed in the oral script, even if the student chooses an answer before you have finished reading.
 - For the mathematics subtest, students may be required to read information presented in the graphics (e.g., tables, pictures, charts) or in the answer choices.

Appendix C

Testing Students with Documented Disabilities

5. Give the student sufficient time to respond. However, if the student pauses for a considerable period of time, ask the student whether he or she wants you to repeat the item.
 - Students may request to skip an item and return to it later.
 - Repeat passages and/or questions as requested. The **entire** passage and/or item must be reread. These may be repeated as many times as is necessary. During group administration, if there are numerous requests for repetitions, the TA may choose to reread items **only once** during the testing session and then repeat items as necessary at the end of the testing session.
6. Although some conversation between the student(s) and TA is expected, **discussion concerning interpretation of any test item content is not permitted**. Do not converse with students about any test items. Try to respond to student questions by rereading instructions, passages, or test questions as needed.

Signed Administration

Signed administration of ELA is a modification. Signed administration of mathematics is an accommodation. Sign language videotapes include the directions, questions, and most answer choices. Students should use **one videotape** (ASL, PSE, or SEE) during the entire administration.

To prepare for test administration, the TA and/or sign language interpreter may review the videotapes 2 days prior to the signed administration. (For example, if testing begins on Monday, reviews may take place on Thursday and Friday of the previous week.) All reviews must take place at the school with no students present and be coordinated through the STC with adherence to test security procedures. This review is to verify that the signed words will be understood by the student.

1. Begin by signing the administration directions from the appropriate pages in the TAM. The TA will be directed when to begin the videotape.
2. The videotape will be the “administrator” of the entire test. If a student does not understand a word, the student should first try to fingerspell the unfamiliar word for the TA or interpreter. The TA or interpreter can verify whether the student’s fingerspelled word is correct. If the student did not spell the correct word, the TA or interpreter can fingerspell the word, but not the phrase or an entire passage.
3. Students will work at their own pace and may replay passages and/or questions as needed. These may be repeated as many times as is necessary.
4. While some conversation between the student(s) and TA is expected, **discussion concerning interpretation of any test item content is not permitted**. Do not converse with the student(s) about any test questions. Remind students that they may replay the instructions, passages, or test questions as needed.

G. RETURN PROCEDURES

1. Identifying Student Materials

The information shown below must be written on each separate piece of paper, including both final and draft versions of dictated responses, to constructed- and extended-response items, loose-leaf and large-print test booklet pages, braille responses, and bold-line or typed responses:

- District Name
- School Name
- Teacher Name
- Student Name
- Student ID
- Test booklet security number of the scannable test booklet.

Sample

	Thornton District Esposito High School Mr. Shirlin John Smith ID# 123456789012 Security# 90088888

2. Transferring and Returning Student Responses

All multiple-choice responses must be in the appropriate test booklet. If the student is using a large-print or loose-leaf test booklet, the multiple-choice responses must be transferred to a **Form A** test booklet by the TA and the monitor and be carefully checked for accuracy. If the student is using Braille materials, all student responses, including extended and constructed responses, must be transcribed and transferred to a **print Form C Braille** test booklet. The TA transcribing the student's answers must grid the student's start and stop times on the inside front cover of the test booklet.

- Write identifying student information on each piece of paper turned in by the student.
- Make sure that all the student responses and student demographic information in the test booklet are completed.
- If the student wrote his or her constructed-response or extended-response answers in the large-print or loose-leaf test booklet, tear out the pages with the student's responses, identify each page, and place them in the scorable test booklet.
- If the student wrote his or her constructed-response or extended-response answers on separate pages, identify each page and place them in the scorable test booklet.

Appendix C Testing Students with Documented Disabilities

- All test booklets with final responses written on **any separate sheets** must be returned in a manila envelope along with the appropriate scannable test booklet. **Use one envelope per student.** Label the envelope as shown in the following diagram.

Manila Envelope



- The student's **used** test booklet, scratch paper, and, if applicable, the audiotapes or videotape of the student's responses must be returned with the nonscorable materials.

3. Labeling and Coding the Test Booklet

- Place a customized pre-ID or linking label on each test booklet to be scored. (If a student has customized labels for both subjects and needs a customized format for only one subject, the yellow customized pre-ID label may be used for a Form A booklet.)
- Ensure that all applicable fields on the test booklets are coded correctly. The accommodations and/or modifications fields must be coded correctly to ensure that students are properly identified for scoring and reporting purposes. (See the graphic of the coding fields on page C-24.)
- Record on the Student Make-Up Roster the names of students who missed the test.
- Separate the completed test booklets from the test booklets for students who need to make up a test.
- Putting the materials in numeric order by security number is recommended, but not required. However, this procedure may simplify signing in materials to the STC.

Note: The contractor will not edit or verify any fields on the test booklet cover. If information is omitted or coded incorrectly, the test(s) may not be scored correctly. **Rescoring will be done at the expense of the school district.**

Appendix C

Testing Students with Documented Disabilities

Accommodations for ELA:

ELA IEP/504 Accommodations
Mark all that apply.
<input type="radio"/> Setting <input type="radio"/> Timing <input type="radio"/> Scheduling <input type="radio"/> Spelling <input type="radio"/> Supplemental Materials or devices <input type="radio"/> Presentation Response Options <input type="radio"/> Typed/separate paper <input type="radio"/> Other

ELA ESL Accommodations
Mark all that apply.
<input type="radio"/> Bilingual dictionary <input type="radio"/> Directions translated <input type="radio"/> Individual/small group administration <input type="radio"/> Scheduling <input type="radio"/> Timing

ELA Form A and Form C

Modifications for ELA:

ELA IEP/504 Modifications
Mark all that apply.
<input type="radio"/> Alternative scoring of extended response <input type="radio"/> Extended Writing Options Oral administration <input type="radio"/> Audio CD <input type="radio"/> Oral Script

ELA Form A

ELA IEP/504 Modifications
Mark all that apply.
<input type="radio"/> Alternative scoring of extended response <input type="radio"/> Extended Writing Options Oral administration <input type="radio"/> Audio CD <input type="radio"/> Oral Script

ELA Form C Braille

ELA IEP/504 Modifications
Mark all that apply.
<input type="radio"/> Alternative scoring of extended response <input type="radio"/> Extended Writing Options Signed administration <input type="radio"/> ASL <input type="radio"/> PSE <input type="radio"/> SEE

ELA Form C Sign Language

Accommodations for Mathematics:

Math IEP/504 Accommodations
Mark all that apply.
<input type="radio"/> Setting <input type="radio"/> Timing <input type="radio"/> Scheduling <input type="radio"/> Supplemental Materials or devices Presentation <input type="radio"/> Audio CD <input type="radio"/> Oral script <input type="radio"/> Other Response Options <input type="radio"/> Typed/separate paper <input type="radio"/> Other

Mathematics Form A

Math IEP/504 Accommodations
Mark all that apply.
<input type="radio"/> Setting <input type="radio"/> Timing <input type="radio"/> Scheduling <input type="radio"/> Supplemental Materials or devices Presentation <input type="radio"/> Oral script <input type="radio"/> Audiotape Response Options <input type="radio"/> Typed/separate paper <input type="radio"/> Other

Mathematics Form C Braille

Math IEP/504 Accommodations
Mark all that apply.
<input type="radio"/> Setting <input type="radio"/> Timing <input type="radio"/> Scheduling <input type="radio"/> Supplemental Materials or devices <input type="radio"/> Presentation Signed administration <input type="radio"/> ASL <input type="radio"/> PSE <input type="radio"/> SEE <input type="radio"/> Other Response Options <input type="radio"/> Typed/separate paper <input type="radio"/> Other

Mathematics Form C Sign Language

Math ESL Accommodations
Mark all that apply.
<input type="radio"/> Bilingual dictionary <input type="radio"/> Directions translated <input type="radio"/> Individual/small group administration <input type="radio"/> Oral administration <input type="radio"/> Scheduling <input type="radio"/> Timing

Mathematics Form A and Form C Braille

Math ESL Accommodations
Mark all that apply.
<input type="radio"/> Bilingual dictionary <input type="radio"/> Directions translated <input type="radio"/> Individual/small group administration <input type="radio"/> Scheduling <input type="radio"/> Timing

Mathematics Form C Sign Language

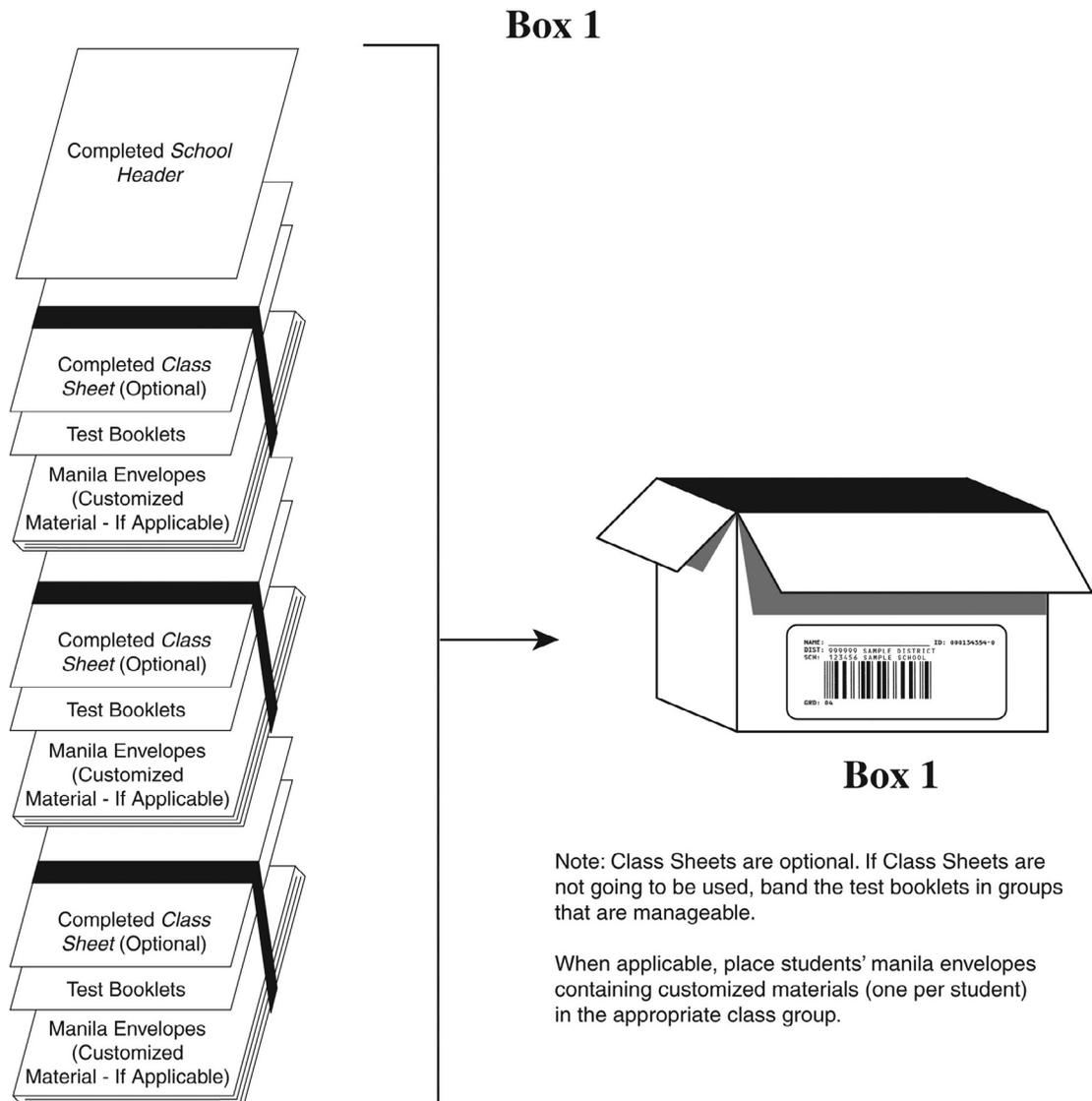
4. Packaging Test Materials

Scorable Materials

- Stack the materials as shown in the illustration below.

Nonscorable Materials

- For ELA, stack and place a paper band (optional) around the rough drafts. Write your name, the school name, and the district name on the paper band. Return these with the nonscorable materials.
- Return the oral scripts, CD-ROMs and audiotapes, and Sign Language videotapes with the nonscorable materials.
- Return all materials to the STC. Sign in secure materials on the School Security Checklist.



H. ADDITIONAL INFORMATION

In this section, you will find the following:

1. **Special Request Form** – Use this form to request an accommodation, a modification, or a supplemental device that is not discussed in this appendix. IEP/504 Accommodation Plan documentation must accompany the form. You may reproduce this form as necessary.
2. **Accommodations and Modifications Tables** – This page may be reproduced for school or district personnel as a quick reference to examples of accommodations and modifications for HSAP.
3. **Customized Materials Table** – This page may be reproduced for school or district personnel as a quick reference to the customized materials available for HSAP.
4. **Alternative Extended-Response Scoring Rubric** – This is the rubric used for the alternative scoring for extended-response modification. The rubric is located on page C-32 of this appendix.

Appendix C
Testing Students with Documented Disabilities

**Office of Assessment Special Request Form
For the Fall 2008 Administration of HSAP**

Student Name: _____ SASI ID#: _____

District: _____ Student ID#: _____

School: _____

Content area(s) for which request will apply:

Specific accommodation/modification requested:

Reason for requesting accommodation/modification (tell how it will be used):

List of attached IEP documentation (e.g., state assessment information, instructional supports):*

***No request will be accepted without evidence of instructional and assessment alignment.**

School Representative's Signature

School Representative's Phone Number

District Test Coordinator's Name (Print)

District Test Coordinator's Fax Number

District Test Coordinator's Signature

Date

Please fax this form and appropriate documentation to Suzanne Swaffield at SCDE at 803-734-8274 **no later than two weeks prior to testing**. You will receive a response by fax within five business days.

Table I — Accommodations for HSAP

Accommodation	Examples
Setting	preferential seating, separate location, small-group, individual administration
Timing	frequent breaks, extended breaks
Scheduling	afternoon administration, multiple testing sessions per day, multiple testing days
Presentation	highlighting, cueing, reading aloud, repeating/signing directions, customized forms, oral administration, or signed administration of mathematics, science, and social studies
Response Options	bold-line paper; typing responses; nonverbal indication of answer choices; dictation of responses, including voice-activated devices (without spell-check, grammar-check, or word prediction software); braille test responses; responding in the test booklet or on separate pages
Spelling	poor speller's dictionary, electronic speller
Supplemental Materials and Devices	provided by the district (see Section E of this appendix)
Special Requests	see form in Section H of this appendix

Table II — Modifications for HSAP

Subject	Examples
ELA	oral/signed administration, alternative scoring for extended response, extended-response options, special request
Mathematics	special request

Appendix C
Testing Students with Documented Disabilities

Table III — Customized Materials (Form C) for HSAP

Test Materials	Precode field number code	For the student who:	The TA will:
Form C Braille Test Booklet	1	reads classroom materials in braille	transfer the student's multiple-choice, constructed, and extended responses to a print Form C Braille test booklet
Large-Print Test Booklet	2	has difficulty reading text in a standard-size font and/or needs to highlight text	transfer the student's multiple-choice responses to a Form A test booklet and remove and identify any pages containing constructed and extended responses and insert into the Form A test booklet
Loose-Leaf Test Booklet	3	needs to remove individual pages and/or needs one item per page, and/or needs to highlight text	transfer the student's multiple-choice responses to a Form A test booklet and remove and identify any pages containing constructed and extended responses and insert into the Form A test booklet
Form C Sign Language Test Booklet	4	is deaf or hard of hearing, with or without a signed administration	verify that the student responses are marked in the Form C Sign Language test booklet
Oral Administration	(associated with 0, 2, and 3 but ordered separately on SchoolHouse)	needs an oral administration of the test (test directions, questions, and most answer choices)	verify that the student is using a Form A , a loose-leaf , or a large-print test booklet
Braille Oral Administration	(associated with 1 but ordered separately on SchoolHouse)	needs an oral administration of the test (test directions, questions, and most answer choices) and is using a braille test booklet	transfer the student's multiple-choice, constructed, and extended responses to a print Form C Braille test booklet
Sign Language Videotapes (ASL, PSE, SEE)	(associated with 4 but ordered separately on SchoolHouse)	needs a signed administration (test directions, questions, and most answer choices)	verify that the student responses are marked in the Form C Sign Language test booklet

ALTERNATIVE EXTENDED-RESPONSE SCORING RUBRIC GRADES 3-HSAP (INDEPENDENT)

SCORE	CONTENT/DEVELOPMENT	ORGANIZATION	VOICE	CONVENTIONS
4	<ul style="list-style-type: none"> • Presents a clear central idea about the topic. • Fully develops the central idea with specific, relevant details. • Sustains focus on central idea throughout the writing. 	<ul style="list-style-type: none"> • Has a clear introduction, body, and conclusion. • Provides a smooth progression of ideas throughout the writing. 		<ul style="list-style-type: none"> • Minor errors in standard written English may be present.
3	<ul style="list-style-type: none"> • Presents a central idea about the topic. • Develops the central idea but details are general, or the elaboration may be uneven. • Focus may shift but is generally sustained. 	<ul style="list-style-type: none"> • Has an introduction, body, and conclusion. • Provides a logical progression of ideas throughout the writing with minor interruptions. 	<ul style="list-style-type: none"> • Uses precise vocabulary appropriate for the topic. • Phrasing is effective, but may be predictable. • Varies sentence structure to promote rhythmic reading. • Strongly aware of audience and task; tone is consistent and appropriate. 	<ul style="list-style-type: none"> • A pattern of errors in more than one category (e.g., capitalization, spelling, punctuation, sentence formation, and usage) of standard written English may be present; however, these errors do not interfere with the writer's meaning.
2	<ul style="list-style-type: none"> • Central idea may be unclear. • Details may be sparse; more information is needed to clarify the central idea. • Focus may shift or be lost causing confusion for the reader. 	<ul style="list-style-type: none"> • Attempts an introduction, body, and conclusion; however, one or more of these components could be weak or ineffective. • Provides a simplistic, repetitious, or somewhat random progression of ideas throughout the writing. 	<ul style="list-style-type: none"> • Uses both general and specific vocabulary. • Phrasing may not be effective. • Some sentence variety results in reading that is somewhat rhythmic; may be mechanical. • Aware of audience and task; tone is appropriate. 	<ul style="list-style-type: none"> • A pattern of errors in more than one category (e.g., capitalization, spelling, punctuation, sentence formation, and usage) of standard written English is present; these errors interfere somewhat with the writer's meaning.
1	<ul style="list-style-type: none"> • There is no clear central idea. • Details are absent or confusing. • There is no sense of focus. 	<ul style="list-style-type: none"> • Attempts an introduction, body, and conclusion; however, one or more of these components could be absent or confusing. • Presents information in a random or illogical order throughout the writing. 	<ul style="list-style-type: none"> • Uses simple vocabulary. • Phrasing is repetitive or confusing. • There is little sentence variety; reading is monotonous. • There is little awareness of audience and task; tone may be inappropriate. 	<ul style="list-style-type: none"> • Frequent and serious errors in more than one category (e.g., capitalization, spelling, punctuation, sentence formation, and usage) of standard written English are present; these errors severely interfere with the writer's meaning.
B	Blank			
OT	Off Topic			
IS	Insufficient amount of original writing to evaluate			
UR	Unreadable or illegible			

For the purposes of scoring Conventions, "interference" is defined as that which would impede meaning for a reader other than an educator or professional reader.

Appendix D Accommodations for LEP Students

A limited English proficient (LEP) student is defined as a student who has a first language other than English and who is not considered proficient at grade level in the English-speaking classroom as determined by an English proficiency test (EPT) and academic content area assessments. See the Web site below for more detailed information on the reporting of LEP students.

http://www.ed.sc.gov/agency/offices/fp/Title_I/documents/SCAccountabilityPlanJuly2007.doc

In SASI, the appropriate ESL code for each student is based on the student's English Language Development Assessment (ELDA) composite test score. For new students who have never taken the ELDA, coding in SASI is based upon performance on the assessment used for initial placement. (See Appendix A for a description of the ESL codes used in SASI.)

The HSAP ELA test and the HSAP mathematics test are not available in alternate language formats; all ESOL students must take these tests in English. TAs may not translate any part of the HSAP tests except the test directions.

ESOL/LEP students may receive special test preparation instruction prior to the administration of the HSAP. This instruction may cover test format, directions, answer document use, and test taking strategies.

LEP accommodations should be used only as appropriate for individual students and should not be applied to all LEP students indiscriminately. Appropriate accommodations should be based on the student's ELDA scores, teacher judgments, and other evidence, including the accommodations used in the classroom for individual students.

Accommodations should be recorded on the student's accommodations form and kept with the student's ESOL folder. If accommodations are used with the HSAP, complete the appropriate codes on the front cover of the student's test booklet or answer document.

The following accommodations may be used on the HSAP tests:

Bilingual Dictionary – LEP students may use a word-for-word bilingual dictionary during all HSAP tests. However, the dictionary **must not** include any examples, pictures, or definitions. Bilingual dictionaries that include examples and/or definitions may be used only during the extended writing part of the ELA Day 1 test.

Reword Directions – The directions may be reworded in any format **or language** necessary to enable the student to understand the task(s) by repeating in English, using the native language, etc. **No other parts of the test may be reworded or translated.** This rewording and/or translation of directions cannot go beyond the scope and meaning of the written directions.

Oral administration of mathematics – For HSAP, LEP students may receive an oral administration of only the mathematics test. Oral administration of the mathematics test is an accommodation, because that test assesses the student's knowledge of the mathematical academic and process standards, not the student's reading ability. An Oral Script or an Oral Administration CD-ROM must be used for all oral administrations. The DTC must order these materials from the testing contractor.

An **Oral Administration Script (OAS)** for mathematics must be used if the TA reads the directions, questions, **and** some answer choices to the student.

An **Oral Administration CD-ROM** can be used to administer the test to the student on the computer. Although the CD-ROM contains the same information and wording as the Oral Script, it allows the student to take the test independently.

The ELA test cannot be administered orally to LEP students unless they have a documented disability and their Individualized Education Program (IEP) or their 504 Accommodations Plan specifies oral administration of the ELA tests.

Scheduling – The student may take portions of the HSAP over several days, as long as all testing is completed by the last day of make-up testing. Students may not go back to previously completed sections of the test. Scheduling accommodations may include the following:

- administering the test in the afternoon rather than the morning.
- administering the test in one day with several testing sessions per day.
- administering the test over several days with one or several testing sessions per day.

Procedures – The following procedures should be followed when using the scheduling accommodation:

1. Estimate the duration of each testing session for the student.
2. Determine if the student can complete the test in one day or several days.
3. If it is determined that the student requires testing over several days, divide the test into “sections” according to the time allotted for each test session. Each “section” should end with the last question on an odd-numbered page so the student is not able to see test questions for the next session.
4. During each testing session, the student may work only on test questions for that “section.” The student may not go back and work on any “section” from a previous session.

Note: To the extent possible, the extended writing portion of the ELA test during Session 1 should be completed in one day as indicated by the state test administration schedule.

Individual or Small Group Administration/Setting – The HSAP may be administered in a setting appropriate to the student’s individual needs. Setting accommodations may include the following:

- preferential seating in the classroom.
- separate location with minimal distractions.
- small group administration in a separate location.
- individual administration in a separate location.

Appendix D Accommodations for LEP Students

LEP students may participate in individual or small-group administrations (of no more than six students) by the ESOL teacher or other school or district designee.

Timing – The HSAP tests are NOT timed. Students who do not have scheduling accommodations may take as long as they need to complete each test during the school day. Any timing accommodations must be monitored to maintain test security. Timing accommodations may include the following:

- frequent breaks in the testing room without contact with other students.
- extended breaks that may involve contact with other students.

All students who take the HSAP, including ESOL/LEP students, are administered the HSAP ELA and mathematics using the HSAP *Test Administration Manual (TAM)*. The *HSAP TAM* instructs the test administrator to read **only the test directions** to the students.

ESOL students with disabilities may require customized test booklets as well as additional accommodations or modifications. The same customized materials for all students with disabilities, as discussed in Appendix C, are available for ESOL students with disabilities.

For the HSAP ELA and mathematics tests, Form C Braille, Form A Large-Print, and Form A Loose-Leaf versions are available as appropriate for students with documented disabilities. The accommodations and modifications should always be related to the student's specific disability. Any accommodations or modifications for an individual must be specified before the student takes the assessment and must be documented in the student's IEP or 504 Accommodations plan.

In this appendix, you will find the following forms:

- Two Security Agreement Forms
- Additional Materials Request Form
- School Security Checklists (ELA and mathematics)
- Testing – Do Not Disturb Sign
- Student Make-Up Roster
- Testing Irregularity Form
- Comment Sheet



STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

Office of Assessment
Agreement to Maintain Test Security and Confidentiality
for District Test Coordinators (DTCs) and School Test Coordinators (STCs)

Test security is essential to obtain reliable and valid scores for accountability purposes. Accordingly, the Department of Education must take every step to assure the security and confidentiality of the state test materials. It is the responsibility of those individuals who serve as test coordinators, test administrators, and monitors; those who handle test materials; and/or those who use the results to follow test security laws, regulations, and procedures.

District and School Test Coordinators must provide appropriate training to help all personnel involved in testing have a common understanding of test security and appropriate testing practices. All individuals who assist in the distribution and packing of test materials and who administer or monitor the testing must be familiar with test security laws, regulations, and procedures, as well as with their responsibilities for each test.

The test administration manual for each testing program provides detailed test security information and administration guidelines. DTCs, STCs, Test Administrators (TAs), and monitors are expected to read and follow the instructions provided in these manuals. DTCs and/or STCs must distribute test administration manuals and other appropriate materials to TAs and monitors at least two weeks prior to the testing window and must review test security policies and procedures with them.

I acknowledge that I will have access to secure materials for one or more of the following South Carolina statewide testing programs: English Language Development Assessment (ELDA), End-of-Course Examination Program (EOCEP), High School Assessment Program (HSAP), Palmetto Achievement Challenge Tests (PACT), Performance Assessments for the Selection of Gifted and Talented Students (Project Star), or South Carolina Alternate Assessment (SC-Alt).

I acknowledge that I have read the testing manual(s) for the test(s) I will be supervising and that I have provided appropriate training for all individuals involved in administering or monitoring the tests and/or handling test materials.

I understand that the tests are secure, confidential, and proprietary documents owned by the Department of Education. I hereby agree that I will not read or review test items within the test booklets unless I am administering a test and I am instructed to do so by the directions within the test administration manual. I hereby agree that I will not discuss, disseminate, describe, or otherwise reveal the contents of the test to anyone. I will not keep, copy, reproduce, or use in any manner inconsistent with the instructions provided by or through the State Department of Education any part of any secure test materials, including tests, test questions, test content, secure administration manuals, oral administration scripts, and examinees' responses. I will return all test materials promptly to the appropriate person(s). I will follow all of the state laws and regulations regarding testing ethics and test security.

I understand that failure to follow these laws, regulations, or procedures could result in action being taken against my certificate and/or criminal prosecution.

Signature

Print Name

District and School

Date



STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

Office of Assessment
Agreement to Maintain Test Security and Confidentiality
for Test Administrators (TAs), Monitors, or other Appropriate Personnel

Test security is essential to obtain reliable and valid scores for accountability purposes. Accordingly, the Department of Education must take every step to assure the security and confidentiality of the state test materials. It is the responsibility of those individuals who serve as test coordinators, test administrators, and monitors; those who handle test materials; and/or those who use the results to follow test security laws, regulations, and procedures.

District and School Test Coordinators must provide appropriate training to help all personnel involved in testing have a common understanding of test security and appropriate testing practices. All individuals who assist in the distribution and packing of tests materials and who administer or monitor the testing must be familiar with test security laws, regulations, and procedures, as well as with their responsibilities for each test.

The test administration manual for each testing program provides detailed test security information and administration guidelines. Test Administrators (TAs), monitors and other appropriate personnel are expected to read and follow the instructions provided in these manuals. The test administration manuals and other appropriate instructions must be distributed to TAs and monitors at least two weeks prior to the testing window. DTCs and/or STCs must review test security policies and procedures with you during the required training session.

I acknowledge that I will have access to secure materials for one or more of the following South Carolina statewide testing programs: English Language Development Assessment (ELDA), End-of-Course Examination Program (EOCEP), High School Assessment Program (HSAP), Palmetto Achievement Challenge Tests (PACT), Performance Assessments for the Selection of Gifted and Talented Students (Project Star), or South Carolina Alternate Assessment (SC-Alt).

I acknowledge that I have read the following sections of the test administration manual: test security laws and regulations, the test administrator and monitor sections, the Administration Directions, Appendix C and other appropriate information given to me about test security and/or my responsibilities regarding the test(s). I acknowledge that I have received appropriate training for administering or monitoring the tests and/or handling test materials.

I understand that the tests are secure, confidential, and proprietary documents owned by the Department of Education. I hereby agree that I will not read or review test items within the test booklets unless instructed to do so by the directions within the test administration manual. I hereby agree that I will not discuss, disseminate, describe, or otherwise reveal the contents of the test to anyone. I will not keep, copy, reproduce, or use in any manner inconsistent with the instructions provided by or through the State Department of Education any part of any secure test materials, including tests, test questions, test content, secure administration manuals, oral administration scripts, and examinees' responses. I will return all test materials promptly to the School Test Coordinator or the District Test Coordinator. I will follow all of the state laws and regulations regarding testing ethics and test security.

I understand that failure to follow these laws, regulations, or procedures could result in action being taken against my certificate and/or criminal prosecution.

Signature

Print Name

District and School

Date



Additional Materials Request Form

School Test Coordinators should use this form to order additional materials from DTCs. Place orders with your DTC far enough in advance to allow for materials to be shipped to the DTC and distributed to you before test day. All test materials will be shipped to district offices only.

1. STCs should use this form to order additional materials.
2. Send this completed form by fax to your DTC.

Date: _____ District Name: _____

STC Name: _____ School Name: _____

Phone #: _____ BEDS Code: _____

Item Name	Quantity
Test Administration Manual	
Linking Labels (4 per page)	_____ pages
Do Not Score Labels (48 per page)	_____ pages
Class Header Sheet	
School Header Sheet	
Graph paper	
Reference Information sheets	
Other (specify)	

Item Name	Mathematics	English
Form A test booklet		
Form A large-print test booklet		
Form A loose-leaf test booklet		
Form A oral administration script		
Form A CD-ROM		
Form C braille test booklet (with print booklet)		
Form C sign language test booklet		
Form C braille oral administration script		
Form C braille audiotape		
Form C sign language videotape for ASL		
Form C sign language videotape for PSE		
Form C sign language videotape for SEE		

STC Signature and Date: _____

There is a “Do Not Disturb” sign on the reverse side of this page.
Please instruct the TA to post this sign on all doors of the testing room.
You may make as many copies of this sign as you need.



DO NOT DISTURB

High School Assessment Program

**Testing is taking place
in this room.**



STUDENT MAKE-UP ROSTER

District Name _____ Test Administrator _____

School Name _____ Grade _____

Students who partially or totally missed any HSAP test(s) must be scheduled for make-up.
Directions to the Test Administrator:

1. List the name of each student who needs to make up any HSAP test(s).
2. For each student, place an "X" in the "Needs Make-Up" column for each test or portion of a test to be made up.

Directions to the Make-Up Test Administrator:

1. If a student attended the make-up testing, write "Yes" in the "Attended Make-Up?" column. If the student did not attend make-up testing, write "No" in the "Attended Make-Up?" column.
2. At the completion of testing each day, return ALL materials to the School Test Coordinator.

Student's Name	Needs Make-Up			Attended Make-Up? Yes or No		
	ELA Session 1	ELA Session 2	Math	ELA Session 1	ELA Session 2	Math
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						



Optional
Name: _____
District/School: _____
Date: _____
Phone/email: _____

Comment Sheet (Optional)

We welcome your ideas and suggestions for improving the test administration procedures and manuals. If you have comments, please make them on this sheet, remove it from the manual, and return it in your shipment of nonscorable test materials.

RECEIPT AND RETURN OF MATERIALS

TEST ADMINISTRATION DIRECTIONS/MANUALS

Please complete reverse side.

TRAINING RECEIVED

TEST SECURITY/SECURITY CHECKLISTS

CODING ANSWER DOCUMENTS AND USING LABELS

MONITOR DUTIES

- Monitors are required to walk around the room during testing to check that students are marking their answers in the correct sections of the answer documents. It is permissible to alert students that their answers are being marked in the wrong sections of the answer documents. **However, it is not permissible to stop and read test items or students' responses in students' test booklets or answer documents.**
- Distribute and collect materials needed during testing (e.g., number two pencils, test booklets, calculators, handouts) as directed by the TA.
- Ensure that students receive the correct test booklets.
- During testing, ensure that students
 - ✓ receive additional sharpened pencils when needed;
 - ✓ follow directions;
 - ✓ mark their responses in the appropriate area of the test booklet;
 - ✓ use only the allowable supplemental materials specified in this manual; and
 - ✓ do not give or receive help from other students.
- Help maintain test security.
- Refer all student questions to the TA.
- Check restrooms before allowing students to enter to make sure the rooms do not contain reference materials (e.g., books, notes, writing on towels or walls). This is especially important for schools where examinees are permitted to leave the testing room early.
- Retrieve additional test materials from the STC if needed during testing.
- Serve as a messenger between the TA and STC during testing, if an emergency occurs. (Monitors may leave the room for short periods of time to relay messages.)

LEGAL REQUIREMENTS FOR TEST SECURITY

S.C. Code Ann. § 59-30-10 (i) (1990) requires the State Board of Education, through the State Department of Education, to provide for the security and integrity of the tests that are administered under the assessment program.

S.C. Code Ann. § 59-1-445 (Supp. 2002) addresses violations of mandatory test security regulations and procedures, penalties, and investigations. The following is an excerpt from this section:

- (1) It is unlawful for anyone knowingly and willfully to violate security procedures regulations promulgated by the State Board of Education for mandatory tests administered by or through the State Board of Education to students or educators, or knowingly and willfully to:
 - (a) Give examinees access to test questions prior to testing;
 - (b) Copy, reproduce, or use in any manner inconsistent with test security regulations all or any portion of any secure test booklet;
 - (c) Coach examinees during testing or alter or interfere with examinees' responses in any way;
 - (d) Make answer keys available to examinees;
 - (e) Fail to follow security regulations for distribution and return of secure test [materials] as directed, or fail to account for all secure test materials before, during, and after testing;
 - (f) Participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in this section.

Any person violating the provisions of this section or regulations issued hereunder is guilty of a misdemeanor and upon conviction must be fined not more than one thousand dollars or be imprisoned for not more than ninety days, or both. Upon conviction, the State Board of Education may suspend or revoke the administrative or teaching credentials, or both, of the person convicted.

- (2) The South Carolina Law Enforcement Division shall investigate allegations of violations of mandatory test security, either on its own initiative following receipt of allegations, or at the request of a school district or the State Department of Education.

The South Carolina Law Enforcement Division shall furnish to the State Superintendent of Education a report of the findings of any investigation conducted pursuant to this section.

- (3) Nothing in this section may be construed to prohibit or interfere with the responsibilities of the State Board of Education or the State Department of Education in test development or selection, test-form construction, standard setting, test scoring, and reporting, or any other related activities which in the judgment of the State Superintendent of Education are necessary and appropriate.

STATE BOARD REGULATIONS

S.C. Code Ann. § 59-1-447 (1990) requires the State Board of Education to establish detailed mandatory test security procedures by regulation.

The State Board of Education promulgated revised test security regulations that became effective June 27, 2003. These regulations, 24 S.C. Code Ann. Regs. 43-100 (Supp. 2003), are reprinted below:

- I. Tests administered by or through the State Board of Education shall include but are not limited to:
 - A. The statewide tests, as defined in the State Board of Education Regulation 43-262, including field tests and pilot tests;
 - B. Examinations for admission to teacher education programs and teacher certification examinations;
 - C. Examinations for admission to programs such as the gifted and talented program;
 - D. The High School Equivalency Program test (GED).
- II. As used in this regulation, “local school board” means the governing board of a public school district as well as those of special school districts, special schools, and institutions that utilize tests administered by or through the State Board of Education.
- III. Each local school board must develop and adopt a district test security policy. The policy must provide for the security of the materials during testing and the storage of all secure tests and test materials, before, during, and after testing. Before and after testing all materials must be stored at a location(s) in the district under lock and key. This also applies to district-owned materials that are the same as those used in any State-operated testing or assessment program. Throughout the time testing materials are under the control of the school district, tests must be secured under lock and key when not in use for approved test administration activities.
- IV. Each District Superintendent must designate annually one individual in each district for each mandated assessment who will be the sole individual in the district authorized to procure test instruments that are utilized in testing programs administered by or through the State Board of Education. The name of the designated individual must be provided to the State Department of Education (SDE) in writing. When the testing program involves procurement of materials available commercially, the designated individual must be the sole individual in the district authorized to procure commercial test instruments which are utilized in testing programs administered by or through the State Board of Education.
- V. State-owned test materials and district-owned materials that are the same as those utilized in any State-mandated testing program must not be used for census testing in the grades included in the State-mandated program(s) except on testing dates specified by the State Department of Education.

- VI. Individuals must adhere to all procedures specified in all operating manuals governing the mandated testing programs. Manuals are provided by or through the SDE.
- VII. A. The State Board of Education may invalidate test scores that reflect improbable gains and that cannot be satisfactorily explained through changes in student populations or instruction;
 - B. In cases where test results are invalidated because of a breach of security or action of the State Board of Education, any programmatic, evaluative, or certification criteria dependent upon the data will be deemed to not have been met.
- VIII. Any individual(s) who knowingly engage(s) in any activity that results in the invalidation of scores derived from teacher certification examinations, the examinations for admission to teacher education programs, and/or the High School Equivalency Program test (GED) forfeits all opportunities to retake the test(s).
- IX. Any knowing involvement in the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to a test administration site for any of the tests administered by or through the State Board of Education will be considered a breach of test security within the meaning of S.C. Code Ann. § 59-1-445 (1990). Any individual(s) who knowingly cause(s) or allow(s) the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to any test administration site specified in this paragraph forfeits all opportunities to retake the test(s).
- X. Each of the following is considered a breach of professional ethics which may jeopardize the validity of the inferences made on the basis of test data, and as such are viewed as security violations which could result in criminal prosecution and/or disciplinary action to an educator's professional certificate.
 - A. Failing to administer tests on the test dates specified by the SDE.
 - B. Failing to maintain an appropriate testing environment, free from undue distractions.
 - C. Failing to proctor the test to ensure that examinees are engaged in appropriate test taking activities.
 - D. Providing examinees with access to test questions or specific test content prior to testing.
 - E. Providing examinees with access to answer keys prior to or during testing.
 - F. Keeping, copying, reproducing, or using in any manner inconsistent with the instructions provided by or through the State Department of Education any test, test question, or specific test content.
 - G. Keeping, copying, or reproducing in any manner inconsistent with the instructions provided by or through the State Department of Education any portion of examinee responses to any item or any section of a secure test.
 - H. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing. This includes hinting to examinees about the correctness of their responses.

Appendix F Monitor's Section

- I. Failing to follow instructions specified in the test manuals for the distribution, storage, or return of test materials or failing to account for test materials before, during, or after testing.
- J. Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test. This section includes failure to clear the memory of calculators used on a test as directed in the test manual.
- K. Allowing, participating in, assisting in, or encouraging any unauthorized access to test materials prior to, during, or after testing.
- L. Disclosing the contents of any portion of secure materials or discussing the contents of secure tests with examinees, teachers, or other educators before, during, or after testing.
- M. Leaving in view of examinees during test administration materials that are content or conceptually related to the subject areas being assessed.
- N. Providing references or tools other than those specifically allowed in test manuals. Providing references or tools during test administration at times other than those specifically allowed in test manuals.
- O. Not providing accommodations (to include customized test forms and modifications) as appropriate for students with Individual Education Programs or 504 plans. This includes providing more accommodations (customization, modifications) than appropriate.
- P. Excluding examinees or exempting from assessment students who should be assessed.
- Q. Failing to return test materials for all examinees.
- R. Engaging in inappropriate test preparation practices that invalidate the test scores. These practices include activities that result in an increase in test scores without a simultaneous increase in the examinee's real achievement or performance in the content area.
- S. Revealing test scores or test performance to anyone not involved in the education of the examinee.
- T. Altering test scores in electronic records or files.
- U. Failing to report a security breach.
- XI. The South Carolina Department of Education has the right and responsibility to observe test administration activities without prior notice in order to monitor adherence to test security. Examinees should be made aware that monitoring may occur.
- XII. Any suspected violation of security must be reported to the South Carolina Law Enforcement Division (SLED).
- XIII. If a security breach occurs in a district rendering test forms or test items unusable, funds equivalent to replacement costs may be withheld from the district by the State Department of Education at the discretion of the State Board of Education.

Appendix F
Monitor's Section

- XIV. At the discretion of the State Board of Education, an educator may receive a public or private reprimand or the credentials of an educator may be suspended or revoked based on evidence of violation of test security provisions.

School Test Coordinator

Test Administrator

Script

Appendices



SC00004153

SCHSAP TAM

The South Carolina Department of Education does not discriminate on the basis of race, color, national origin, gender or handicap in admission to, treatment in, or employment in its programs and activities. Inquiries regarding the nondiscrimination policies should be made to the Director of Office of Human Resources, 1429 Senate Street, Columbia, SC 29201, (803) 734-8781.